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ABSTRACT

The Sex Equity in Educational Leadership (SEEL) project in Oregon was designed to develop a model for achieving sex equity in school administration that could then be adopted by other states. This volume provides advice about the paths to administrative positions and how to survive and succeed in these positions. It also contains advice for successfully organizing in order to change hiring patterns, cope with negative attitudes, and provide encouragement and support for other women. After a brief history of the role of women in education, a quiz about why sex inequities exist in management is followed by answers and supporting summaries of current research. Part 2 of the publication contains chapters that deal with preparing and applying for, and surviving and succeeding in, administrative positions. Materials are often in the form of questions and guidelines. Descriptions of many of the issues facing women in administration today are followed by coping suggestions. Part 3 describes support groups for professional women and offers guidelines for organizing and running them smoothly. The appendixes include forms and suggestions for support groups arranged according to the kind of task being undertaken, such as monitoring school districts for administrative vacancies and producing a directory of qualified candidates. (MLF)

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Sex Equity in Educational Leadership:

Women Getting Together and Getting Ahead

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Preface

"To become a self is no easy matter, but life makes it easier for boys."
—CAROLYN HEILBRUN

As the staff of the Sex Equity in Educational Leadership Project (SEEL), we are pleased to share some results of our efforts to increase the number of women administrators in Oregon's public schools. Since our work began in 1976, there has been an increase in the number of women in administrative positions, in graduate programs of educational administration, in certification programs, and in applications for administrative positions. Although we believe we can claim some responsibility for the change, we are, of course, part of a larger social movement that is changing many institutions.

We have learned a lot in our three years of frustrating, exciting, tedious and always challenging work.

We have learned that some men, especially those who are "gatekeepers" to the profession, consciously or unconsciously judge women by different standards than they do men. Those men are part of the problem.

We have also learned that women are part of the problem. Some women believe in and communicate traditional cultural assumptions about "women's place." More specifically, some women in education have not thought about administration as an appropriate job for them—not out of clear choice, but because they are bound by cultural restrictions. As a result, education has lost the valuable resources of many of its professionals who should have taken leadership roles.

But there are also women in education who have questioned cultural assumptions about women's place. Some of these women will remain teachers—not because they are confined to playing out "women's roles," but because they have made conscious career choices. Others are beginning to explore careers in administration.

Some are well prepared for the realities of being female in a male sex-typed job, but others are not so well prepared and even refuse to believe their sex makes a difference. Being a woman in educational administration means being a minority. In addition to managing adults, supervising educational programs, preparing budgets, and relating to the public, women who choose to become administrators must also assume the burdens imposed on those of token or minority status.

This manual is for all women either aspiring to or already struggling in educational administration. It will help you decide if you want to become an administrator. If you do, it should provide some advice about the paths to administration and how to survive and succeed in the position. It also contains advice for successfully organizing in order to change hiring patterns, cope with negative attitudes, and provide encouragement and support for other women.

We certainly do not wish all female educators to aspire to administration. We do, however, hope that genuine interest, competence and expertise will become the criteria by which administrators are chosen and are judged successful. The problems of schooling are serious and tenacious. We need the best educational leaders available and we cannot afford to ignore more than half the population because of their sex.

Mary Ann Smith
Patricia Schmuck
Joan Kalvelage

Part I
Women in Education

1

A History of Women's Role in Schools

It is historical irony that in 1976 the U.S. Department of Education funded the Sex Equity in Educational Leadership Project (SEEL) to test alternative strategies to increase the number of women administrators in the public schools. After all, it was only 50 years earlier, in 1926, that the same agency of the federal government published an article titled, "The Woman Principal: A Fixture in American Schools."[1] In 1926 more than half of elementary principals and about one-fourth of county superintendents in the U.S. were women. But women principals were not to remain fixtures—even in elementary schools. By 1976 less than a fourth of elementary school principals and only a handful of county superintendents were women.

How did the "fixture" change to a vanishing species? One answer is found by looking at the historic roles of women and men in education. Teaching, like some other fields, has been "women's work." And within education, the work of men and women has been segregated.[2] In the following sections the "feminization" of teaching and the reentrance of men into the profession will be traced.

The Feminization of the Teaching Force

In the early nineteenth century, schools were the responsibility of the local community. It was the school board who hired, fired and housed the teacher. In 1840, about half of the school age population attended some sort of school. Most schools were in rural communities, and most of those schools were "mastered" by men. Women often replaced male teachers during peak agricultural periods while the men worked in the fields. But local communities usually hired men. An employed woman was not a respectable woman.

The growing cities, however, approached schooling differently. The demands of an industrial society and a large work force required a more comprehensive system of schooling. Large numbers of students had to be educated. Men who moved to the growing cities found more lucrative employment in industry than they did in education. Thus schools were faced with a severe problem. There were not enough men to fill the increasing demand for school teachers.

So English-speaking, educated, middle-class, young and unmarried women were hired as school teachers. Women provided an important advantage: they were cheaper than men. In 1847, for example, the Quincy Grammar School Committee in Boston pragmatically faced its problem of growth. The committee said:

> As schools become larger, the best results will be obtained at the least expense . . . One man could be placed in charge of an entire graded school of 500 students. Under his direction could be placed a number of female assistants. Females are not only adaptable, but carefully trained to fill such positions . . . excepting the master's place which sometimes requires a man's force . . . and the competition is so great that their services command less than one half the wages of male teachers.[3]

[1] Gribskov, Margaret. "Feminism and the Woman Administrator." In *Women and Educational Leadership: A Reader* (Sari Knopp Biklen and Marilyn Brannigan, eds.). New York: Lexington Books, 1980.

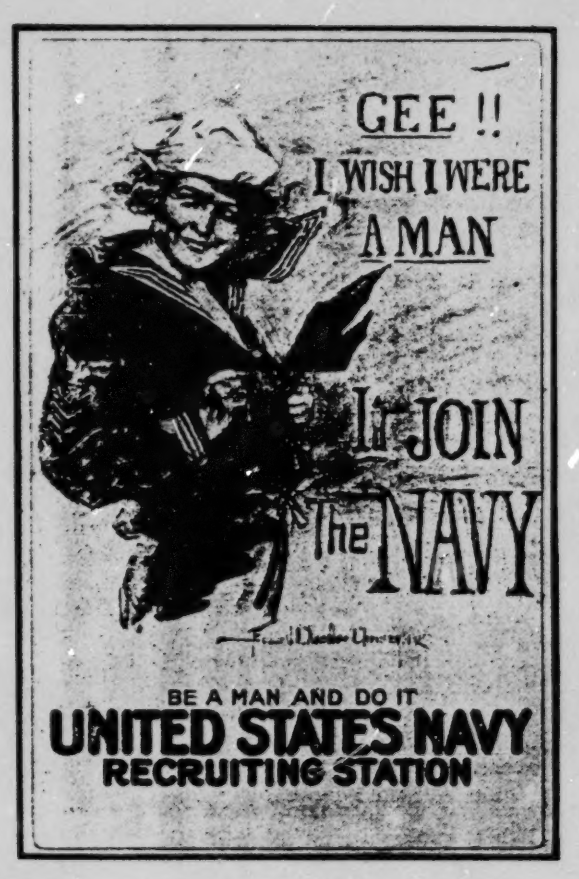
[2] Stockard, Jean; Schmuck, Patricia A.; et al. *Sex Equity in Education.* New York: Academic Press, 1980.

[3] Katz, Michael. "The New Departure in Quincy, 1873-81: The Nature of 19th Century Educational Reform." In *Education in American History* (M. Katz, ed.). New York: Prague Publishers, 1973.

Not everyone agreed with that point of view, however. For instance, one superintendent said that, no matter how well qualified, a woman teacher could not be employed "for the same reason she cannot so well manage a vicious horse or other animals as a man may do."[4] But educated, English-speaking, middle-class women were available and they were cheaper than men.

As women entered teaching, attitudes also shifted. Women teachers were not only cheaper; they were better for the children. After all, women were "infinitely more fit than males to be the guides and exemplars of young children; they possessed milder manners and purer

[4] Heath, Kathryn. "The Female Equation." *American Education*, November, 1974.



morals which made the society of children delightful, and turns duty into pleasure."[5] Teaching became a respectable profession; not only was it good for children, it was good training for women. Teaching would help women prepare for their natural destiny as wives and mothers.[6] And those women who were not so "fortunate" as to be someone's wife would have an independent source of livelihood.

As women became teachers, they also became elementary school principals and county superintendents. After all, in most communities in the early 1900's, only elementary education was available. (Even today most women who are superintendents are in charge of elementary districts.)[7]

At the secondary level, however, women have never been well represented. Nor have women been well represented in the position of district superintendent. That position remained the "master's place."

By 1938 female teachers so outnumbered male teachers that an entire book was devoted to describing *The School Ma'am.*[8] But education was becoming more and more important in the society. The need for basic education grew and the position of school teaching became an important social function.

In 1938, Frances Donovan saw the handwriting on the wall. If teaching were to become a socially respectable profession and if society were to invest more in education, she predicted more men would enter the field. In 1938 Donovan pictured a day when teachers would be able to earn a salary capable of supporting a family, have fringe benefits, and be treated as professionals. She added, "But when these conditions prevail, perhaps the school ma'am will have more male competition in the classroom than she has today."[9] Donovan was correct. Today, women's representation in education hovers at its 1870 level, 66 percent.

The Entrance of Men

The period during and just after World War II included a dramatic change in the profile of public school teachers. First, the restrictions against married women were abolished in many school districts and the teaching force no longer included only young and unmarried women. Many women who entered teaching positions during that period stayed in education; many of today's retired and retiring female administrators belong to that category of women.

In addition, more men became educators after World War II. The G.I. Bill, of course, directly encouraged the movement of men into education. Many men who would otherwise not have received a college education were able to attend colleges, universities or normal schools. Many of them chose to study education. Teaching is often called a "semi" or "quasi" profession because the preparation it requires is not as rigorous or lengthy as that required by professions such as law or medicine. Studies comparing women and men educators of the 1950's support the conclusion that the G.I. Bill helped men from lower social classes enter the field of education. Women educators often came from upper class and professional families. Education became a mobility ladder for men, while it remained one of the few occupational choices available to women. Thus, the

[5] Heath, K., ibid.

[6] Strober, Myra, and Tyack, David. *Sexual Asymmetry in Educational Employment: Male Managers and Female Teachers.* Unpublished paper. Palo Alto, California: Stanford University, 1977.

[7] Paddock, Susan. *Careers in Educational Administration: Are Women the Exception?* Eugene, Oregon: CEPM, University of Oregon, 1978.

[8] Donovan, Frances. *The School Ma'am.* New York: Frederick Stokes Company, 1938. Reprinted by Arno Press, New York, 1974.

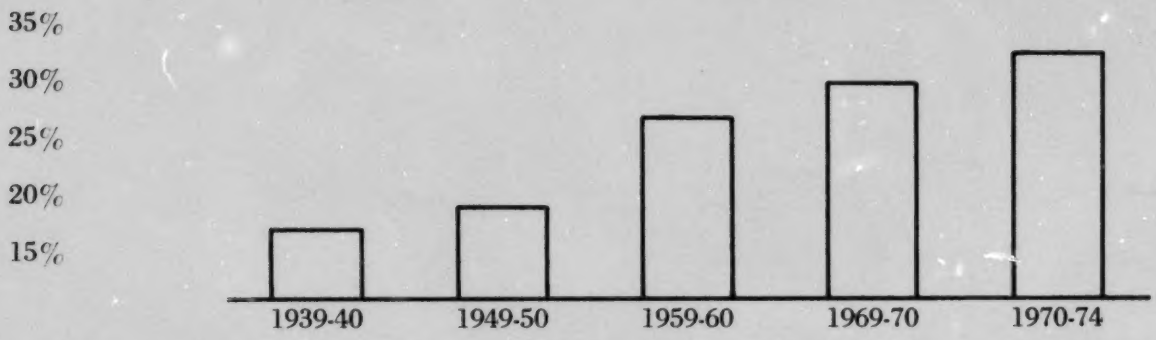
[9] Donovan, F., ibid.

G.I. Bill provided a benefit for veterans that altered the sex composition of professional educators, as shown in Table 1.

The consolidation of schools also decreased the number of women in educational administration --especially elementary principals. In 1977 there were 80% fewer school systems than in 1945. Whereas in 1945 there were over 100,000 school districts, in 1977 there were only about 16,000, as shown in Table 2. As schools consolidated, women head teachers or principals of small

Table 1

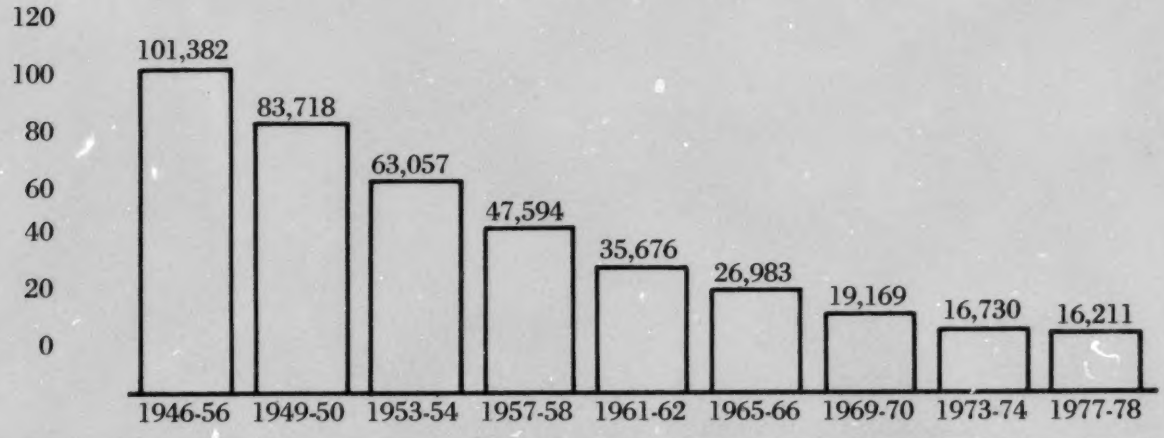
*Percentage of Men Teachers in Public Education, 1939-40 to 1970-74**



*Adapted from Marilyn Neidig, "The Rise and Decline of Women Administrators." *American School Board Journal*, June 1976.

Table 2

*Number of Local Public School Systems, United States, 1946-56 to 1977-78**



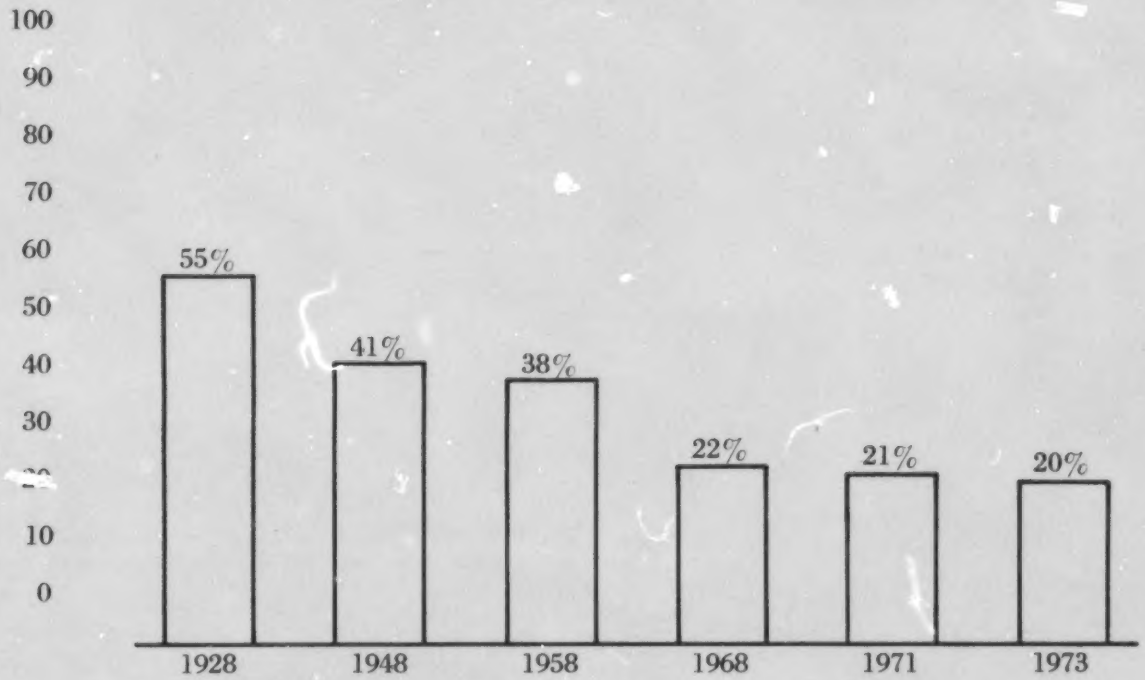
*SOURCE: U.S. Department of Health, Education and Welfare, National Center for Education Statistics, *Digest of Education Statistics*, 1977-78, and *Statistics of Public Elementary and Secondary Day Schools*, Fall 1977.

schools joined with other small schools. The advice of the Quincy Grammar School Committee was finally followed: one man was placed in charge of an entire grade school with the assistance of female teachers who were not only adaptable but carefully trained to fill such positions. The master's place, however, required a man's force.[10] This trend is shown in Table 3.

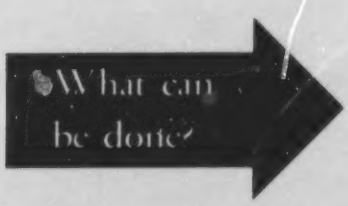
[10] Katz, 1973, ibid.

Table 3

*Percentage of Women Elementary School Principals, 1928 to 1973**



*Johnson, Dorothy. "What is the Future of Women in School Administration?" in *Women: A Significant National Resource*. Washington, DC: National Council of Administrative Women in Education, 1971:35.



In 1976, the Sex Equity in Educational Leadership project was formed to counter the possibility that women might become extinct as managers of a field in which they have predominated since the turn of the century. In the next chapter, women's role as administrators will be described and reasons given for their notable absence.

Selected Readings on the History of Women in Education

Berg, Barbara. *The Remembered Gate: Origins of American Feminism*. New York: Oxford University Press, 1978.

Brown, Dee. *The Gentle Tamers*. New York: Bantam Pathfinder, 1958.

Donovan, Frances. *The School Ma'am*. New York: Frederick Stokes Company, 1938. Reprinted by Arno Press, 3 Park Ave., New York, 1974.

Gribskov, Margaret. "Feminism and the Woman Administrator." In *Women and Educational Leadership: A Reader*. (Sari Knopp Biklen and Marilyn Brannigan, eds.). New York: Lexington Books, 1980.

Harris, Janet. *Thursday's Daughters*. New York: Harper and Row, 1977.

Melder, Keith. *Beginnings of Sisterhood*. New York: Schoben Books, 1977.

2

The Vanishing Woman in Educational Leadership

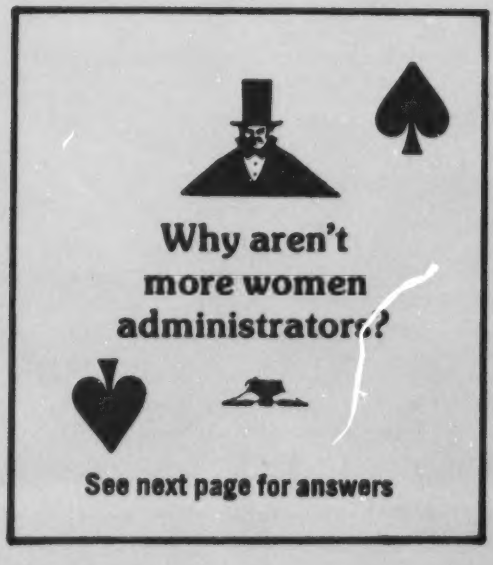
In education, as in the labor force in general, there are many differences in the positions held by men and women. The sexes are segregated. One of the most blatant examples of sex segregation is the low percentage of women in educational administration, as compared with the percentage of women in teaching across the nation. Though 66 percent of educators are women, less than one percent of superintendents and less than 12 percent of principals are women. Moreover, when a woman is an administrator, she most often is an elementary school principal—a position providing less money, less prestige and less occupational advancement than other administrative positions.

There are, of course, several reasons for women's notable absence in the administration of our public schools. On the next page is a short quiz to test your knowledge about why sex inequities exist in management. The quiz is followed by a list of answers and by supporting summaries of current research.

Questions

The statements below are commonly offered as explanations of women's underrepresentation in educational administration. Test yourself and then see what the research shows.

	True	False	Don't Know
1. Fewer women than men want to be school administrators.	____	____	____
2. Many women are afraid of succeeding as managers.	____	____	____
3. Fewer women than men go to graduate school in educational administration.	____	____	____
4. Family responsibilities often stand in the way of women's careers.	____	____	____
5. Women are less likely than men to move for the sake of a career.	____	____	____
6. Most teachers prefer not to work under a female administrator.	____	____	____
7. Most women lack necessary administrative experience.	____	____	____
8. Women are less likely than men to get encouragement from their supervisors to pursue administrative careers.	____	____	____
9. Women do not receive enough information about administrative openings in schools.	____	____	____
10. Many women who aspire to educational administration still encounter discrimination.	____	____	____
11. Women change jobs more frequently than men.	____	____	____
12. Fewer women than men are motivated by breadwinning responsibilities.	____	____	____
13. Most women are too emotional to be good managers.	____	____	____
14. The public doesn't want women in educational administration.	____	____	____



Statements 1 and 2 must be considered "open questions" due to conflicting and inconclusive evidence. (**"Don't know"** is the correct response.)

Statements 3-10 are, for the most part, supported by the evidence now available (**true**).

Statements 11-14 are, for the most part, not supported by the evidence now available (**false**).

If you wish to explore the available research pertinent to each statement, the following summaries are presented, with references at the bottom of each page.

1 Fewer women than men want to be school administrators.

Data about women's aspirations are inconclusive. A 1971-72 survey of Minnesota teachers[1] suggests that "there is no difference in the aspirations of men and women teachers for school administrative positions. Another survey[2] suggests that between male and female prospective teachers who plan to work continuously, there is almost no difference in willingness to accept an assistant principalship. Men's aspirations were reported as significantly higher only in regard to pursuing a doctorate or assuming a chief leadership position in an educational organization.

In contrast, one review of seven studies[3] concludes that generally women do not aspire to administrative positions to the same extent as men. For example, one study[4] indicates that women with some administrative experience are less likely to seek or expect promotions than men. Among the assistant principals interviewed, 40 percent of females, as opposed to only 7.9 percent of males, saw their current jobs as final goals.[5] In an Oregon study, twice as many men as women (78 percent versus 39 percent) identified line administrative positions as their career goals; women more often cited specialist, staff, or subordinate positions as career goals.[6]

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[1] Mansergh, Gerald. "Attitudes of Teachers Toward Women School Administrators and the Aspirations of Teacher for Administrative Positions in the State of Minnesota." *Catalyst for Change*, Spring, 5:3, 5-6, 1976.

[2] McMillan, Marvin R. "Leadership Aspirations of Prospective Teachers—A Comparison of Men and Women." *Journal of Teacher Education*, 24:4, Winter, 323-325, 1975.

[3] Pottker, Janice, and Andrew Fishel. "Performance of Women Principals: A Review of Behavioral and Attitudinal Studies." *Sex Bias in the Schools*. Rutherford, NJ: Fairleigh Dickinson University Press, 1977.

[4] Colombutos, John. *Sources of Professionalism: A Study of High School Teachers*. Washington, DC: U.S. Government Printing Office, 68, 1962.

[5] Estler, Suzanne. "Women as Leaders in Public Education." *Signs*, 1, 363-383, 1975.

[6] Stockard, Jean, et al. *Sex Equity in Educational Leadership: An Analysis of a Planned Social Change Project*. Newton, Mass.: WEEA Publishing Center, 1982.

2 Many women are afraid of succeeding as managers.

Data on this question are also inconclusive. Matina Horner's classic 1972 study[7] suggests that many women are indeed anxious about becoming "too competent." A later study[8] suggests that women do not fear success itself so much as they fear the social consequences of conspicuous success in traditionally male arenas. In this respect, they do not differ much from men, who tend to fear the social consequences of success in female arenas. Women who increase their expertise and authority apparently run more risks than men of losing friendship, respect, influence and access to information.[9]

3 Fewer women than men go to graduate school in educational administration.

True. Some studies[10] suggest that women are less likely to be certified as administrators. Other studies[11] show that women certified as administrators are less likely than men to be employed as administrators. One 1973 survey[12] indicated that 27 percent of the doctorates in educational administration went to women, and that percentage seems to be rising each year. That difference between numbers of men and numbers of women in graduate school seems to be decreasing rapidly.

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[7] Horner, Matina. "Toward an Understanding of Achievement-Related Conflicts in Women." *Journal of Social Issues*, 28, 157-175, 1972.

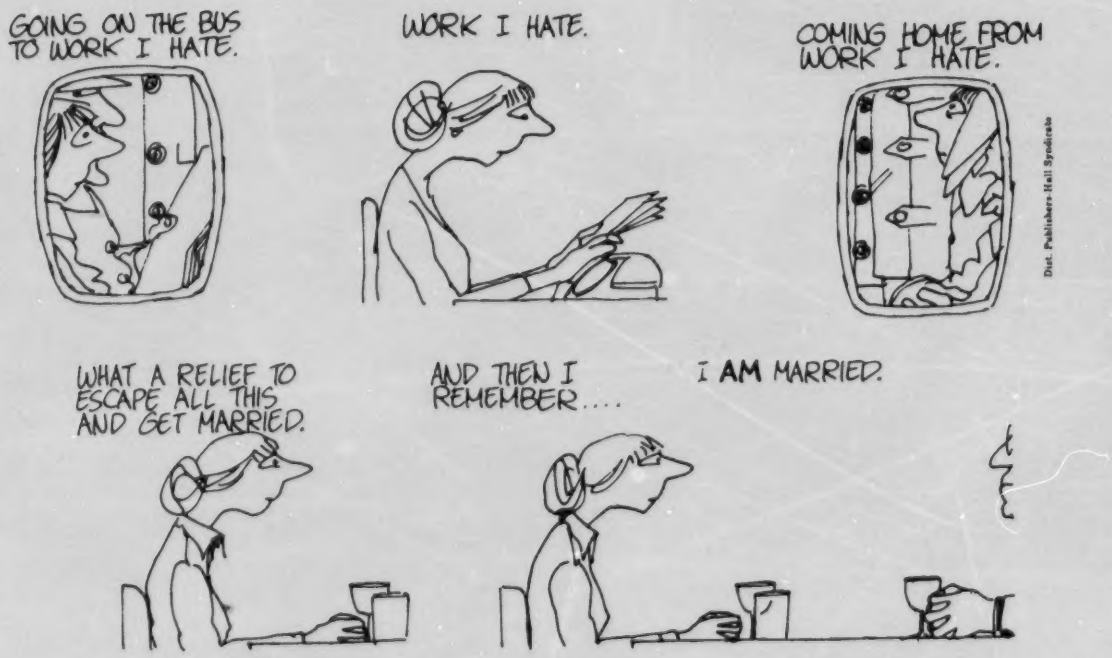
[8] Condry, John, and Sharon Dyer. "Fear of Success: Attribution of Cause to the Victim." *Journal of Social Issues*, 32, 1976, 63-83.

[9] Miller, Jon; Sanford Labovitz; and Lincoln Fry. "Inequities in the Organizational Experiences of Women and Men." *Social Forces*, 54, 365-381, 1975.

[10] Mansergh, 1976, ibid.

[11] Krchniak, Stefan P. "Variables Associated with Low Incidence of Women in School Administration: Towards Empirical Understandings." A paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada, March, 1978.

[12] Lyon, Catherine, and Terry Saario. "Women in Public Education: Sexual Discrimination in Promotions." *Phi Delta Kappan*, 2, 55, 120-124, 1973.


GOING ON THE BUS TO WORK I HATE.
WORK I HATE.
COMING HOME FROM WORK I HATE.
Dist. Publishers-Hall Syndicate
WHAT A RELIEF TO ESCAPE ALL THIS AND GET MARRIED.
AND THEN I REMEMBER....
I AM MARRIED.

4 Family responsibilities often stand in the way of women's careers.

True. Married women who work full-time usually assume more responsibility for child care and household maintenance than do their husbands. A study of Oregon school administrators published in 1975[13] suggests that family responsibilities interfere with many women's aspirations. About half of the women holding line positions in educational administration are married for the first time, and only a little more than 60 percent of women superintendents are married at all. In contrast, 99 percent of male superintendents are married.[14, 15] A recent Oregon study[16] shows similar percentages of male and female applicants for administrative jobs. Fifty-two percent of the females, as opposed to 93 percent of the males, were married. It appears that for male administrators marriage is a career asset and even a prerequisite. But marriage can be a liability for female administrators, either due to family demands or to the expectations of others that her family will be more important than her job.

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[13] Schmuck, Patricia A. *Sex Differentiation in Public School Administration.* Arlington, Virginia: National Council of Administrative Women in Education, 1975.

[14] Carlson, R. O. *School Superintendents: Careers and Performance.* Columbus, Ohio: The Charles E. Merrill Publishing Company, 1972.

[15] Gross, N., W. S. Mason and A. W. McEachern. *Explorations in Role Analysis: Studies of the School Superintendency Role.* New York: John Wiley and Sons, 1958.

[16] Stockard, 1980, ibid.

5 Women are less likely than men to move for the sake of careers.

True. A recent study of Oregon administrators[17] suggests that both married and single women are more "place-bound" than men. Eighty-three percent of the men, but only 52 percent of the women, expressed willingness to relocate in order to take a new job. However, this is changing. Many women, both single and married, now are giving higher priority to their careers, while many men are giving higher priority to their home lives. Consequently, working couples today are likely to consider a variety of options to the traditional dictate that a man must follow an upward career path and a woman must follow her man.[18]

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[17] Stockard, 1980, op cit.

[18] Foxley, Cecilia. *Locating, Recruiting and Employing Women: An Equal Opportunity Approach.* Garrett Park, ND: Garrett Park Press, 1976.

6 Most teachers prefer not to work under a female administrator.

True. Several surveys[19, 20] show that teachers of both sexes prefer to work with male administrators, although this is less true of female than male teachers.

In fact, those male teachers who had taught in schools administered by women preferred women principals. Those who disapproved of female principals were men who had taught only under male principals. They were making judgments based on assumptions rather than experience.

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[19] Pottker and Fishel, 1977, ibid.

[20] Cirincione-Coles, Kathryn. "The Administrator: Male or Female." *Journal of Teacher Education*, 26 (Winter), 326-328, 1975.

---

7 Most women lack necessary administrative experience.

True. Women who enter administration usually have more years of teaching experience than do men.[21, 22] However, a study of Oregon administrators[23] suggests that the kinds of pre-administrative experience that women are likely to acquire (e.g., teaching) are generally not valued as highly as the kinds of pre-administrative experience that men are likely to acquire (e.g., football coaching).

In interviews of Oregon superintendents and personnel people concerning all phases of hiring (screening, interviewing, selecting), the most frequently cited reason for selecting candidates is "experience." The second most frequently cited reason for not hiring women is "lack of experience."[24] Is inexperience a "Catch-22"? If one is not already an administrator, how does one get such experience?

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[21] Pottker and Fishel, 1977, op. cit.

[22] Gross, Neal, and Anne Trask. *The Sex Factor and the Management of Schools*. New York: John Wiley and Sons, 1976.

[23] Schmuck, 1975, ibid.

[24] Stockard, 1978, op. cit.

8 Women are less likely than men to get encouragement from their supervisors to pursue administrative careers.

True. People, men and women alike, need mentors to advance very far in virtually any field.[25] One study of the elementary school principal showed that personal encouragement was a more critical factor for women than for men.[26] Women who were principals cited personal encouragement as an important motivator more often than men. According to another study, over half of the women now working in Oregon school administration would not have moved into administration without special encouragement and help from a supervisor (usually a man, because most supervisors are men).[27]

Those women were fortunate. On the average, women are not as likely as men to receive such support from supervisors.[28-32]

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[25] Levinson, Daniel J., et al. *The Seasons of a Man's Life*, New York: Ballantine Books, 1978.

[26] Gross and Trask, 1975, ibid.

[27] Schmuck, 1975, op. cit.

[28] Jenkins, W. J. "A Study of the Attitudes of Elementary School Teachers in Selected Schools in Montgomery County, Pennsylvania, toward the Women Elementary School Principals." Doctoral dissertation, Temple University, 1966.

[29] Warwick, E. B. "Attitudes toward Women in Administrative Positions as Related to Curricular Implementation and Change." Doctoral dissertation, University of Wisconsin, 1967.

[30] Gross and Trask, 1975, op. cit.

[31] Matheny, P. H. P. "A Study of the Attitudes of Selected Male and Female Teachers, Administrators and Board of Education Presidents toward Women in Educational Administrative Positions." Doctoral dissertation, Temple Universiy, 1973.

[32] Pottker and Fishel, 1977, op. cit.

9 Women generally do not receive enough information about administrative openings in schools.

True. Career Women in Education (CWE), a Long Island, New York organization of women who want to be administrators, found that lack of information about openings kept many qualified women out of administration. Even after members of CWE organized a concerted effort to identify openings, they discovered that they had been ignorant of almost 36 percent of the openings on Long Island during 1975-76.[33]

Administrative jobs are filled through formal systems, such as recruitment and job advertisement. Jobs are also filled through informal systems, such as friends calling each other for suggestions. Women do not have as much access to either the formal or informal systems as do men.[34] Women in some states have organized to provide both formal and informal networks and information to women about jobs. In 1978-79, an organization of women in Oregon produced a directory of administrative candidates and made it available to school districts with administrative vacancies. Following that dissemination of information, 22 percent of Oregon's administrative hirees were women, compared to only four percent in 1975.[35]

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[33] Timpano, Doris. "Sex Discrimination in the Selection of School District Administrators: What Can Be Done?" NIE, HEW, Washington, DC. National Institute for Education Report, 1976.

[34] Schmuck, 1975, op. cit.

[35] Stockard, 1980, op. cit.

10 Many women who aspire to educational administration still encounter discrimination.

True. In New York, Career Women in Education (CWE) has discovered many such instances of discrimination in Long Island school districts. In fact, CWE members have reluctantly concluded that the main reason for women's underrepresentation in educational administration is "the prevailing pattern of sex bias in the behavior of some district administrators."[36]

Nationwide, the majority of superintendents and school board members report that they do not have a policy, written or unwritten, excluding women from educational administration. However, 52 percent of school board members surveyed believe that sex should be a determining criterion in the selection of superintendents. As the rank of administrative positions considered decreases, so does the discrimination against female candidates.[37]

Similarly, a majority of teachers in a recent Minnesota survey[38] believed that a man would be selected in preference to a woman for the position of superintendent, secondary principal, or assistant secondary principal.

Discrimination apparently persists past the hiring stage; the discrepancy between the salaries of male and female administrators cannot be explained by any objective criteria.[39] In addition, women who make it past hiring discrimination often encounter more negative attitudes than do men.[40]

One Connecticut study of selection processes concluded that sex is the only variable which seems to have any significance in the hiring process of principals and superintendents. The other factors—age, type of position, length of experience, size of the school district, or background—have not had any valid correlation with the hiring process.[41]

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[36] Timpano, 1976, ibid.

[37] Pottker and Fishel, 1977, op. cit.

[38] Manzergh, 1976, op. cit.

[39] Paddock, Susan. "Women's Careers in Administration." Doctoral dissertation, University of Oregon, 1977.

[40] Miller, et al., 1975, ibid.

[41] Taylor, Susan. "Educational Leadership: A Male Domain." *Phi Delta Kappan*, 2, 55, 124-128, 1973.

11 Women change jobs more frequently than men.

False. Research shows that age, level of employment, length of service, and record of prior job stability are far better predictors of turnover than sex is.[42] Some studies indicate that women actually change jobs less frequently than men.[43, 44]

It is still true that women are more likely than men to drop out of the labor force in order to raise families, but this is changing. A 1970 study[45] found that only 11.5 percent of the women who left their jobs did so for family reasons.

Turnover for both sexes is highest in low status, dead-end jobs and is lowest in professional/technical occupations.[46] Thus, we can expect an especially low turnover rate among women who expect to advance in educational administration.

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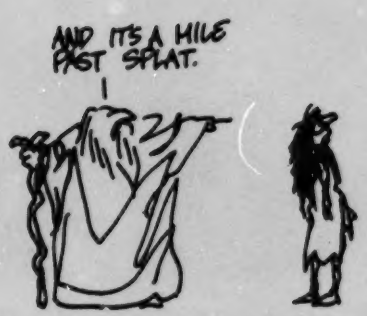
[42] U.S. Department of Labor. "Facts About Women's Absenteeism and Labor Turnover." Wage and Labor Standards Administration, Women's Bureau, Washington, DC, August, 1969.

[43] U.S. Department of Labor. "Special Labor Force Report No. 84." Bureau of Labor Statistics, 1966.

[44] Bernstein, Harry. "Women Workers More Stable, Study Claims." *Los Angeles Times*, November 1970.

[45] Bernstein, 1970, ibid.

[46] U.S. Department of Labor, 1966, ibid.



12 Fewer women than men are motivated by breadwinning responsibilities.

False. Regardless of family responsibilities, most women today work because of economic reasons.[47] In 1974, 42 percent of the working women were either single, widowed, divorced or married with husband absent. Many of these women were supporting not only themselves, but children and elderly relatives as well.

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[47] U.S. Department of Labor. "Why Women Work." Wage and Labor Standards Administration, Women's Bureau, May 1975.

13 Most women are too emotional to be good managers.

False. Women executives have demonstrated that they can adapt as well as men to situations in which certain emotional responses are inappropriate.[48]

However, so-called "feminine" skills and attitudes are not always inappropriate in the manager's office.[49] Schools with female principals tend to have exceptionally high student morale, academic performance and parental approval—perhaps because the "emotional" female principals are more likely than men to foster open communication and cooperation among staff.[50, 51]

Jacklin and Maccoby have compiled over 1,600 psychological studies about "sex differences" and conclude that "leadership, task persistence, achievement motivation, intellectual abilities, and many other psychological abilities do not favor one sex over the other for job performance."[52]

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[48] Lynch, Edith M. The Executive Suite—Feminine Style. *New York:* AMACOM, 7, 1973.

[49] Fishel, Andrew, and Janice Pottker. "Women in Educational Goverance: A Statistical Portrait." *Education Researcher*, 3, 7, July, August, 1974.

[50] Estler, 1975, ibid.

[51] Meskin, Joan D. "The Performance of Women School Administrators—A Review of the Literature." *Administrator's Notebook*, 23.1, December, 1974.

[52] Jacklin, Carol Nagy, and Eleanor E. Maccoby. "Sex Differences and Their Implications for Management." *Bringing Women Into Management*. F. Gorden and M. Strober (eds.). McGraw Hill, 1975.

14 The public doesn't want women in educational administration.

False. A 1975 Gallop Poll revealed that nationwide, 39 percent of adults preferred a man as principal, but a larger percentage—52 percent—didn't care about the principal's sex.[53] A more recent public opinion poll of Oregon citizens reveals that more than 80 percent of the respondents approved of hiring female administrators.[54] Younger people with higher education and in urban locations were more likely to approve of a woman administrator. The most favorable responses, however, were from those who had had previous experience with a woman administrator.[55-56]

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[53] Gallup, George. "Poll of Public Attitudes Toward Education." 57, 227-241, 1975.

[54] Stockard, Jean. "Public Prejudice Against Women School Administrators: Fact or Fiction?" *Phi Delta Kappan*, June 1977.

[55] Stockard, 1977, ibid.

[56] Cirincione-Coles, 1975, ibid.

Part II
Getting Ahead

3

Preparing for Administrative Positions

Your doubts are the private detectives
employed by your dislike, to make a case
against change or choice.
—W. R. RODGERS

Are you like Sally—an inadvertent underachiever? Sally, of "Peanuts" fame, muses to herself, "I never said I wanted to **be** someone . . . All I want to do when I grow up is to be a good wife and mother. . . . **So** . . . Why should I have to go to kindergarten?" In his unique fashion of combining psychological wisdom with good sense, Charles Schulz probes the roots of women's underachievement in United States society.

Although women educators are academically well trained, they are consistently underachievers in educational management. Women's careers tend to be unplanned, unfocused, and undirected. Many women are dependent on the decisions of others, such as husbands or supervisors. Many women are teachers, not because of conscious choice, but because they have thought no further. Many women who are administrators did not plan their careers; they happened to be in the right place at the right time. Career planning is clearly differentiated by sex. Women tend to "happen" into careers, while men more often tend to consciously plan their careers.

If you are a woman contemplating a career in educational administration, you may wish to plan your career and consider the questions, guidelines, and resources in Chapters 3 and 4. Many of the materials in Chapters 3 and 4 have been adapted or reprinted with permission from:

Moving Into Management in Public Education
By K. Jesse Kobayashi and Viola M. Owen
San Mateo, California: Trident Educational Associates, 1978.
20[illegible] Ticonderoga Drive, San Mateo, CA 94402

Many of the graphics are by Gwen Okamoto from the same book. Many thanks for their help.

If you already have an administrative job, you may find Chapter 5 useful. It consists of short descriptions of many of the issues facing women in administration today. These descriptions are followed by suggestions for how the woman administrator might cope with those issues.

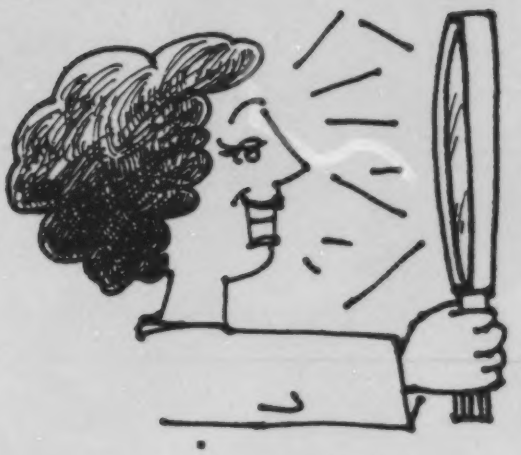
Most of the material in Part II is arranged so that any section may be used separately whenever it seems to be relevant. However, because of this easy-to-use format, some ideas are repeated and may seem redundant to someone reading the book from cover to cover. In some instances, the items thought to be most productive for the aspiring or practicing administrator are starred to indicate their importance.

Our hope is that women will at least think about getting ahead and make some conscious choices about how to spend the working third of their life.

Maybe you, unlike Sally, really do want to **be** someone!

Before you take any other steps, find out whether you really want to be an administrator.

Go to Step 1 . . .



Assessing Yourself

Assessing Your Capabilities and Interests

"I had never thought about being an administrator—almost all administrators were men."
—A WOMAN ADMINISTRATOR

"I had always intended to become a principal but I never got there. I was afraid of the idea that people would think I was good enough to tell others what to do. I didn't think I was that great."
—A WOMAN TEACHER

Be Introspective.

Make a list of activities you like to do and don't like to do. Do the "likes" include administrative functions? Do you like being in the public eye? Are you willing to be unpopular? Are you willing to take risks? Are you willing to lose tenure? Are you willing to make accommodations between your personal and professional life? Are you willing to move to a less desirable place? Can you cope with conflict? Do you like long-range planning? If you can answer "yes" to most of these questions, you probably would enjoy being an administrator.

Be Inquisitive.

If you are thinking about administration as a career option, explore it. Identify its joys and frustrations. Watch administrators in your district with an eye as to whether their work would be pleasing to you. How would you do it if you were in their shoes? Talk to administrators about their work. Arrange to go to administrative meetings or even become an administrator's "shadow" for a short time to see what it's like. Many school districts have intern programs; find out what opportunities exist in your district or initiate attempts to create such opportunities. A career decision is never irrevocable. Of course, not everybody can be an educational leader; nor will everyone want to be. One woman pursued an administrative credential and a PhD only to discover she really liked being a classroom teacher. She had explored the options and consciously chose to remain a teacher. Hopefully, future administrators will be women and men who consciously decide such work is what they want.

Be Assertive.

If you think you might want to become an administrator, take on leadership tasks in your school or district. Be active in curriculum development and community service. Volunteer for committees; agree to chair those committees. Be visible. As one superintendent said, "I don't really groom people . . . the leader is the one who emerges."

Administrative Comparison Test*

Think of three people who have recently gone into administration. How do you compare with them in the following areas?

	More skilled	Less skilled	About the same
Knowledge of:			
1. child growth and development			
2. instruction			
3. curriculum			
4. teacher evaluation			
5. staff development			
6. collective bargaining			
7. school finance			
8. school law			
9. community involvement			
Ability to:			
1. adapt			
2. cope with stress and tension			
3. communicate clearly			
4. motivate others			
5. delegate			
6. see the total picture			
7. relate to others			
8. analyze			
9. be creative			
10. initiate			
11. verbalize			
12. problem solve			
13. handle risks and failure			
14. take responsibility and make decisions			
15. work toward consensus decisions			
16. handle details			
17. follow through			

*Adapted from Kobayashi, K. Jesse, and Viola M. Owen, *Moving Into Management in Public Education*. San Mateo, California: Trident Educational Associates, 1978.

***If* you have decided you have the characteristics, qualities, and skills needed in administration . . .**

and *if* you have decided you have the interest in being an administrator . . .

Go on to Step 2 . . .

Finding a Mentor

Why a Mentor is Important

What is a mentor?

A mentor is defined as a wise or trusted teacher, counselor and sponsor, and is usually a person of greater experience or seniority in the occupational world a person is entering.

What are the functions of a mentor?

1. The mentor acts as a **teacher** to enhance the protégé's skills and development.
2. The mentor acts as a **sponsor** to facilitate the protégé's entry and advancement in the profession.
3. The mentor may be **host and guide,** welcoming the protégé into a new occupational world and its values, customs, resources, and people.
4. The mentor may be an **example** that the protégé can admire and seek to emulate.
5. The mentor may be a **counselor** and provide moral support in times of distress.

Is a mentor really important?

Levinson says that forming a mentor relationship is as important as finding an occupation and forming a marriage and family. He adds, "Given the value that mentoring has for the mentor, the recipient and society at large, it is tragic that so little of it actually occurs."[1]

Do all successful women have mentors?

When women are asked about their mentors, they often don't know what is meant by the term. Yet, they did, in fact, have someone fulfill that role. Gail Sheehy said, "Almost without exception, the women I studied who did gain recognition in their careers were at some point nurtured by a mentor."[2] Hennig and Jardim, in their study of successful, high-level women executives, found that early in her career, each of the 25 women became very close to her boss, who served as "her supporter, her encourager, her teacher, her buffer, and her strength in the company. He [sic] admired her competence, and her will to succeed."[3]

What is the successful woman's typical pattern of interaction with a mentor?

Hennig and Jardim found the following to be the typical experience of each woman in their study:[4]

1. She established herself in the organization. She was generally respected for her skills and abilities and developed supportive work relationships with others.

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[1] Levinson, Daniel, et al., *The Seasons of a Man's Life.* New York: Ballantine Books, 1978.

[2] Sheehy, Gail. *Passages.* New York: E. P. Dutton and Company, 1976.

[3] Hennig, Margaret, and Anne Jardim. *The Managerial Woman.* Garden City, NY: Anchor Press, 1977.

[4] Hennig and Jardim, 1977, ibid.

"Given the value that mentoring has for the mentor, the recipient, and the society at large, it is tragic that so little of it actually occurs."
—DANIEL LEVINSON

"I don't really groom people . . . the leader is the one who emerges. He [sic] doesn't necessarily talk the most, but he makes sense and he quietly persuades others. If that persistently happens . . . he gets my eye."
—A MALE SUPERINTENDENT

2. She experienced a decline in her personal life. She chose to make a heavy commitment to work and decided to worry about the rest of her life later.
3. She developed a deep and abiding friendship with her boss. This friendship was symbiotic. He [sic] was her supporter, encourager, confirmer, and teacher; she was his student, admirer, and helper.
4. She achieved a mastery of her job. She improved her skills, took courses which contributed to her competence, and prepared herself for the next step upward.
5. She changed her relationship with her boss. As she reached a higher level, she became more autonomous, had a more equal relationship to him [sic], and eventually broke free to become her own person.

Why do you need a male mentor?

Power is perceived as a male attribute. Michael Korda says that one reason women find it hard to become powerful is that "power is thought of as being essentially male. The rituals of power are those of a male-bonding group, and however successful a woman may be, it is difficult for her to project a corresponding degree of power."[5]

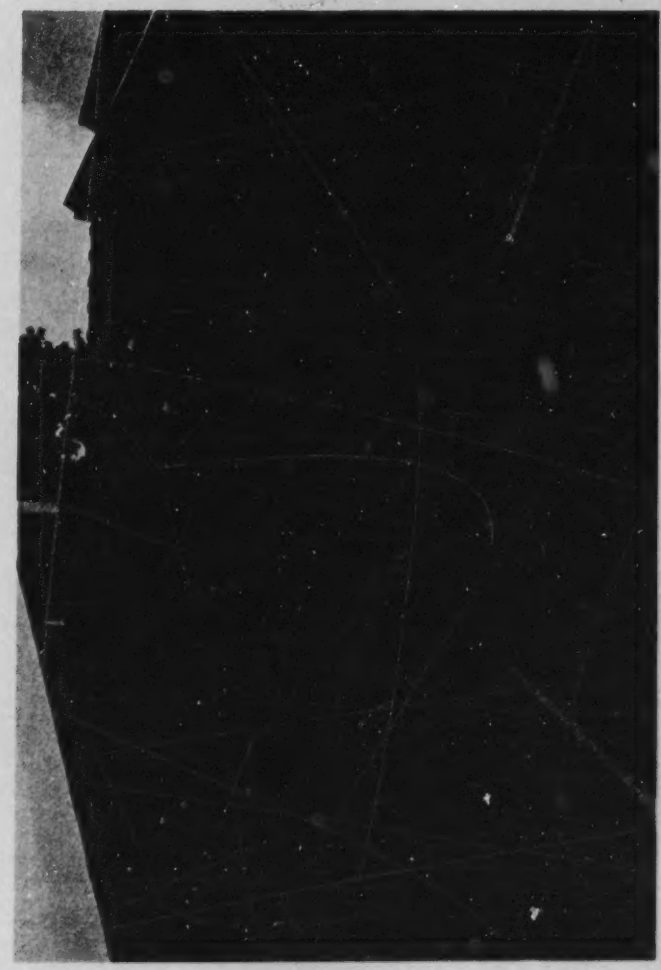
Korda also says the *imbalance* between men and women in terms of power is so great that a woman needs all the advantages she can get. One of the most important advantages she can have is a strong connection with a powerful person, and that person is usually a man. Thus, for a woman to be successful in the present system she needs to obtain both the entree and the legitimacy that a powerful man can provide for her.

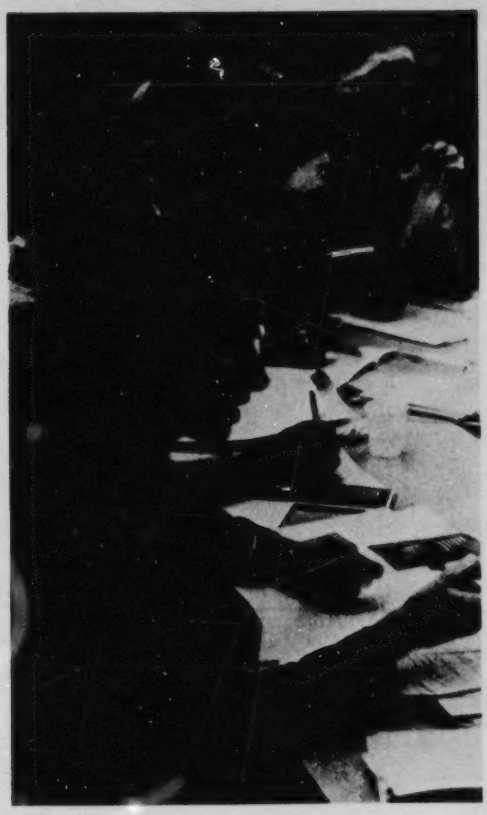
[5] Korda, Michael. *Power? How to Get It, How to Use It.* New York: Random House, 1975.

What are the reasons for having a female mentor?

If they can be found, female mentors can be helpful to women in some additional ways. While a male mentor can provide power and entree into the system, a female mentor may provide the following kinds of help.

1. Model a more appropriate administrative style—her methods may adapt "feminine" qualities to the managerial style.
2. Provide more personal support and be more understanding of attempts to balance personal life with professional life.
3. Understand the problems women face as a group and help women organize to gain strength and status.





How to find a mentor[6]

(Starred items are essential; others are optional.)

1. Choose administrative models and think about what they do. Try to imagine yourself in their role.
2. Take a day of professional leave and "shadow" an administrator who works in an area of interest to you. Ask questions and learn as much as you can.
*3. Seek, for example, opportunities to take care of unforeseen demands that occasionally arise. You can say, "Here, Ms. Principal, let me take care of that matter for you. I will report back." Then follow through.
*4. Let people know about your aspirations. Be direct and forthright about your expectations, goals, and dreams. Talk with your principal, your supervisor, even your superintendent if necessary. Often supervisors assume that women are not as interested in advancement as their male counterparts and overlook them for training and advancement.
5. Investigate opportunities for training programs and internships; when you hear of such opportunities, assertively pursue them. If there are none, try to initiate such a program in your district.
*6. If you're accepted into a training program, get the most you can out of it in terms of preparation for administration. Ask questions, get to know other participants and leaders, and make sure they know you. Out of many such programs, "networks" are born which assist aspiring and practicing administrators to make key career moves.
7. If you're turned down, ask "why." The reasons may be legitimate and help you the next time. If the reasons are *not* legitimate, go through your district's formal complaint process to investigate. Your complaint may or may not help you, but it might cause your district to re-examine its policies and practices, eventually helping you and other women.
8. Try to work for a boss who is interested in promoting a subordinate and then try to secure a job where you can show your skills.

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[6] Adapted from "The Road to Becoming an Administrator," by Ken Erickson and Gail Fullington of the University of Oregon, for a workshop at the 1978 Conference of Oregon Women in Educational Administration.

Now that you have chosen a mentor, you need to begin working for your future. It's time to start . . .

Step 3 . . .

Preparing for an Administrative Job

How to prepare for an administrative job

(Starred items are essential; others are optional.)

The woman who is interested in administration should:

Be assertive.

*1. Be proactive, and not reactive. Don't wait to be identified and promoted; express interest in what you want to do.

2. Be able to convince skeptics of your abilities.

*3. Be willing to go where the jobs are.

4. Be prepared to say, "No," to unreasonable or inappropriate requests. You need guts to say "no," but you can learn to do it tactfully.

*5. Recognize that you probably will be criticized and misunderstood. If you're aggressive, you are a "libber." If you're quiet, you're "indecisive." You must be self-confident, self-assertive, and self-assured.

Be prepared.

*1. Test your versatility and prepare for higher positions by looking for developmental experiences such as serving on committees, task forces, and special projects.

2. Seek and perform non-stereotypical female roles. Too many supervisors still assign more "female" jobs to women, while assigning more general administrative roles to men.

*3. Develop the "people skills" that will be helpful in negotiating, supervising, and working with all levels of the organization.

4. Get attached as an assistant to the top officer and get exceptional exposure. You will have an opportunity to interact with various levels of management, observe the total workings of the organization, and familiarize yourself with the areas you wish to move to next.

5. Serve on a screening committee to learn what is and is not impressive in applicants. This experience is also very helpful in learning to be at ease while being interviewed yourself.

*6. Be qualified. Get your credentials and an advanced degree if necessary. It is naive to assume that anyone, male or female, can advance without developed and demonstrated leadership skills or without whatever performance credentials are necessary.

Be productive.

*1. Demonstrate by your outstanding performance record (a winning team, an award-winning newspaper, an effective parent-teacher council) that you have the capacity to perform at a higher level.

*2. Develop an ability to delegate, to supervise a myriad of assignments at the same time, and to make decisions under pressure.

3. Be willing to work to meet the needs of the organization, with little concern for overtime demands.

4. Participate in professional association work, give speeches, publish in professional journals or otherwise get your name in print.

Be knowledgeable.

*1. Seek a working knowledge of a wide range of activities, such as athletics, drama, newspaper, rally, music, and yearbook.

2. Find out everything you can about the organization in which you are interested. Read the school board policy manual, and the board meeting minutes.

*3. Develop knowledge and skill in finance and budget functions.

*4. Develop a knowledge of where to go for information regarding critical problems.

5. Study the influence of the community politics, the economy and the social structure of the educational system.

6. Join the appropriate professional organization.

Remember that rapid advancement means a willingness to sacrifice, be mobile, and give up something of the quality of life. You won't have as much time for family life or community involvement. So be sure it's what you want, for the rewards are there if you have the ambition, skill, and determination to work for them.

While you're working with your mentor and preparing for an administrative job, you need to move on to:

Step 4 . . .

Finding out about Kinds of Jobs

They admit that what appears to them today to be good may be superceded by something better tomorrow.
—ALEXIS DE TOQUEVILLE

What Kinds of Jobs are Available?[7]

Here are some examples of the variety of positions that exist in school administration.

Remember that most promotions are made from supervisory line *positions—those with firing power.*

Line	Staff
Schools	**Schools**
Principal	Resource Teacher
Vice-principal	Counselor
Principal/teacher	Librarian
Team Leader	
Central Office	**Central Office**
Superintendent	Curriculum Specialist
Associate Superintendent	Student Services Coordinator
Assistant Superintendent	Special Education Supervisor
Deputy Superintendent	Media Specialist
Administrative Assistant/aide	Personnel Officer
Area Director	Researcher and Evaluator
Regional Director	Business Manager
Divisional Director	Affirmative Action Officer
	Alternative Education Coordinator
	Community Service Coordinator
Colleges & Universities	**Colleges & Universities**
Chancellor	Comptroller
President	Librarian
Vice President	Athletic Director
Provost	Health Services Supervisor
Dean	Food Services Supervisor
Assistant Dean	Employer-Employee Relations Negotiator
Department Head	Safety and Security Officer

[7] Kobayashi and Owen, 1978, op. cit.

What Kinds of Work Settings Exist?[8]

Public Schools

Elementary school
Middle school
Junior high
Senior high
Alternative school
Community college
Adult continuing education
College
University

Private Schools

Parochial
Military
Alternative

Larger Units

District central office
County office
Intermediate education district
State department
Professional development center
Juvenile hall
Professional organizations
State and federal projects

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[8] Kobayashi and Owen, 1978, op. cit.

Now that you have analyzed yourself, found a mentor, started preparing yourself, and have looked at the variety of jobs available . . .

Go on to Step 5 . . .

Setting your Goals

"There is nothing permanent except change."
—HERACLITUS

Goal Setting Work Sheet[9]

1. **List your three most important personal goals:**

2. **List your long-range professional goal:**

3. **List those conveniences/comforts you are *NOT* willing to give up in order to meet your professional goal:**

   Examples: *Are you willing to move to reach your professional goal?*

   Are you willing to commit long hours to your profession?

4. **Can you reach your professional goal within the constraints of #3 above?**

5. **Is your professional goal compatible with your personal goals?**

6. **When do you want to reach your professional goal?**

7. **Identify professional objectives you need to reach in order to attain your professional goal:**

   A.

   B.

   C.

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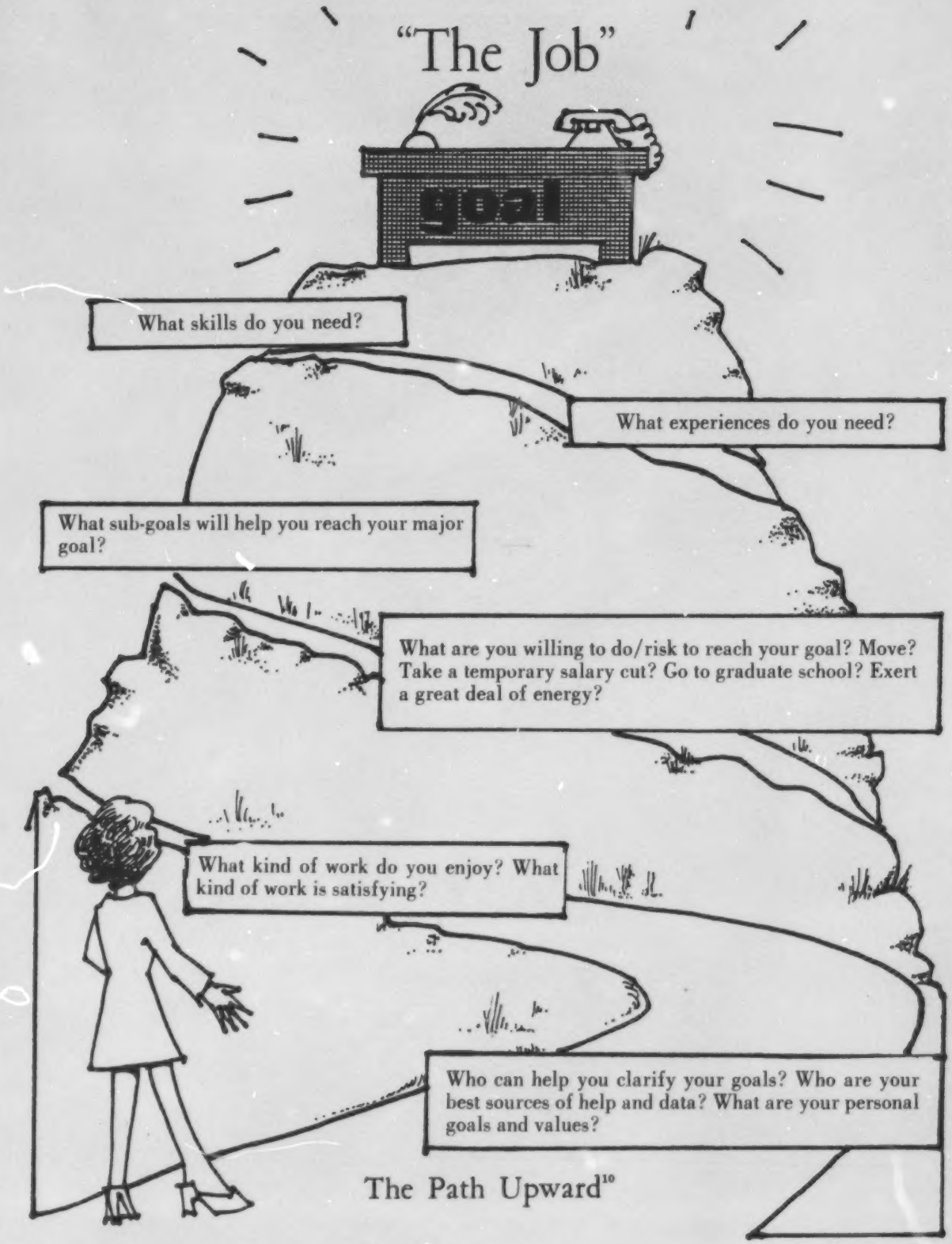
[9] Kobayashi and Owen, 1978. ibid.


"The Job"
goal
What skills do you need?
What experiences do you need?
What sub-goals will help you reach your major goal?
What are you willing to do/risk to reach your goal? Move? Take a temporary salary cut? Go to graduate school? Exert a great deal of energy?
What kind of work do you enjoy? What kind of work is satisfying?
Who can help you clarify your goals? Who are your best sources of help and data? What are your personal goals and values?

The Path Upward[10]

[10] Kobayashi and Owen, 1978, op. cit.

Sample Work Sheet

Goal Task Analysis Work Sheet[11]

What I Need to Do to Reach My Goal

Professional Goal ..... *To be reached by:* .....

	Skills	Experiences	Credentials/ Education	Mentors
I have . . .	*ability to work with people*	*Curriculum committee experience*	*Principal's credential*	*John Kimble, Principal*
I need . . .	*Public speaking ability*	*Budgeting experience*	*Superintendent's credential*	*Marsha Johnson, Supt., Betsy Ross School District*
I will take this action . . .	*Join Toastmasters Club* *Take assertiveness training class*	*Join budget committee*	*Take courses at Susan Anthony University*	*Ask Dr. Johnson for a chance to follow her around for two days.*
On this date . . .	*January 1980*	*September 1980*	*June 1980*	*October 1980*

Professional Goal ..... *To be reached by:* .....

	Skills	Experiences	Credentials/ Education	Mentors
I have . . .				
I need . . .				
I will take this action . . .				
On this date . . .				

[11] Kobayashi and Owen, 1978, op. cit.

4

Applying for Administrative Positions

Step 1–Looking for Available Jobs

Step 2–Applying for the Job

The letter of application

The resume

The letter of recommendation

Legal and illegal questions quiz

Step 3–Interviewing for the Job

Summary

If you feel ready . . .
or even if you're not sure,

Go on to Step 1 . . .

Looking for Available Jobs

"I'm upwardly mobile but there are roadblocks. Men naturally flock together. I'm not known in the district. Even before openings are advertised, someone suggests a bright young man. No one will communicate to others that I am interested in a position and by the time announcements are made, it's already too late."
—A WOMAN ADMINISTRATOR

Researching Job Openings[12]

Where do you find out about jobs?

* **Professional Organizations.** Check their periodicals and booths at conferences. Check their vacancy listing services.
* **Career/Placement Centers at Universities and Colleges.** Register both at your own university and at the one nearest your preferred location.
* **Personal contacts.** Ask people such as principals, superintendents, personnel officers, and those with a wide network of acquaintances in the profession.

Personnel offices in school districts, county offices, etc.

Professional consultants to boards of trustees for selection of superintendents.

Before you apply for the job, you might consider:

* What are the job expectations?
* How do my qualifications match the job expectations?
* Does the job move me toward my professional goal?

Find out the following:

* What is the deadline for applications?

Are the criteria for selection available to me?

What is the screening/selection process?

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[12] Kobayashi and Owen, 1978, op. cit.

Researching the District[18]

When you have narrowed your choices to several promising jobs, it is as important for you to look over your prospective new district as it is for the district to look you over.

Check

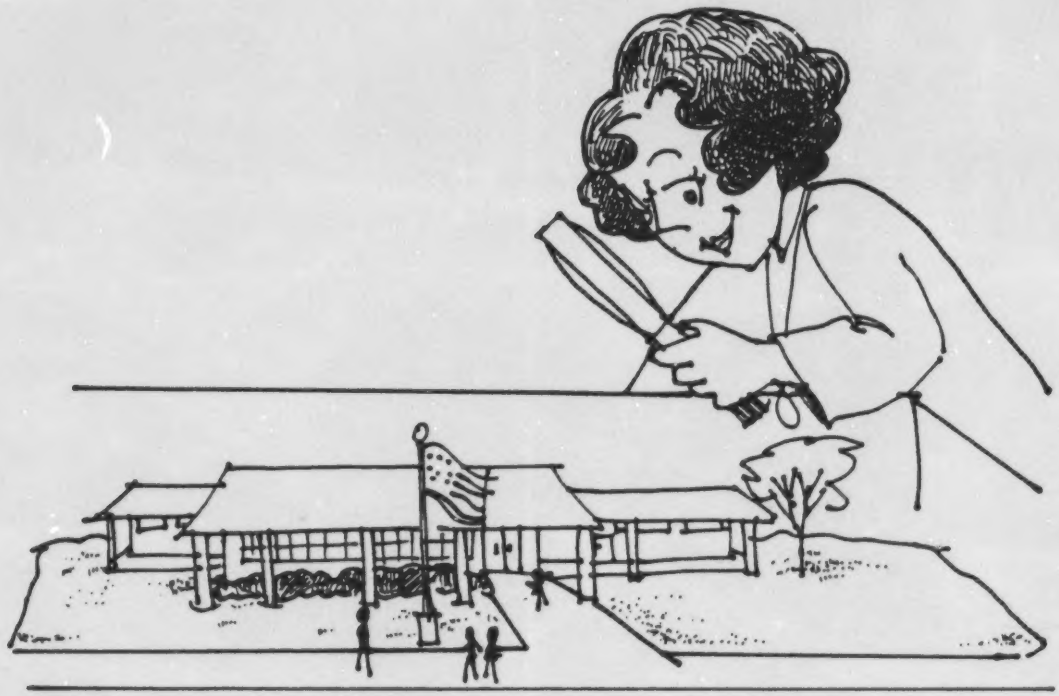
The Job:

requirements
expectations
opening (is it really an open position or do they already have someone in mind for the job?)
any unique situations
chances for advancement

The District:

size
location
budget
programs
morale
socio-economic levels of the community
housing patterns
district goals/objectives/philosophy
achievement scores
management structure
class size
chances for advancement

You might find this information at the district administration or public relations offices, the state department, your NEA affiliate, or from the census bureau.



[18] Kobayashi and Owen, 1978, op. cit.

Now that you're prepared . . .
and have narrowed your choices
to three or four promising positions . . .

Go on to Step 2 . . .

Applying for the Job

The Letter of Application

"On the average a person has to submit 100 applications to get one interview and have five interviews before being hired."
—RICHARD O. CARLSON

How to make your letter of application look attractive

Remember: the employer must make snap judgments about your ability to communicate, express yourself, and organize your thoughts on the basis of your application. Poor writing means a poor impression.

In your letter of application, you should:

*1. Never exceed two pages; one is better.

*2. Make it typed, error-free, and clean.

*3. Be courteous, concise, business-like, and to-the-point.

4. Show energy, enthusiasm, and warmth, but don't try to be funny or cute.

5. Write a rough draft, get reactions from a friend or editor, and rewrite.

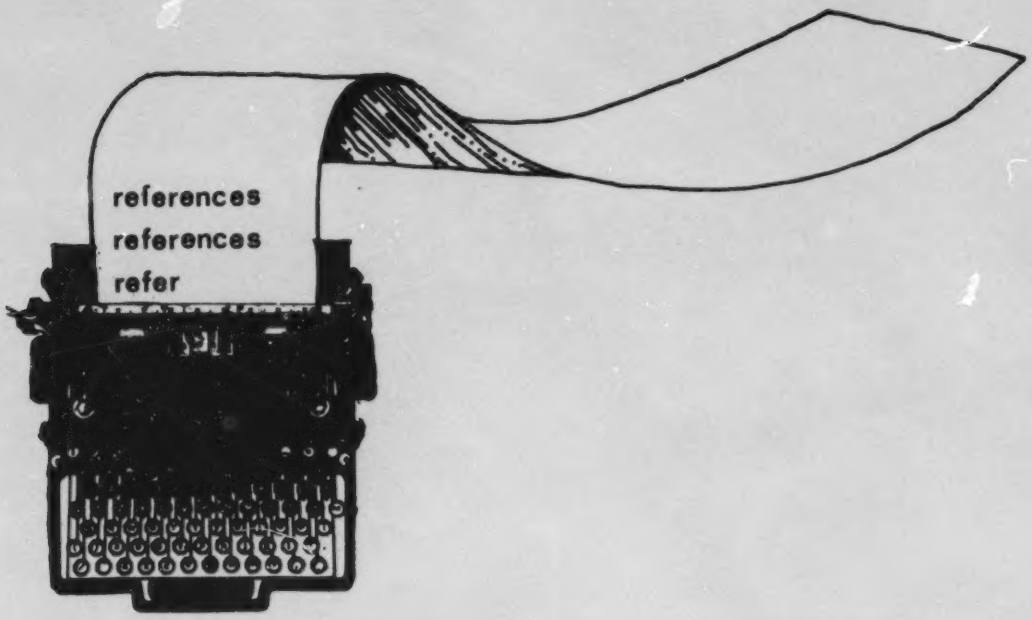
*6. Use clear, crisp and correct sentences.

*7. Use well-organized and sequenced *short* paragraphs.

*8. Proofread the letter as well as all other materials you send out as part of the application.

*9. Always send the original copy.

*10. Before mailing, double-check the envelope to see that your application form, letter and resume are all included.



What to include in your letter of application[14]

Tailor your letter of application to show how you fit the job description and criteria. Make your letter of application a separate document from the resume. Include the following content in your letter of application (starred items are essential; others are optional):

*1. A statement of application—an expression of interest in the position.
Example: Please accept this letter as a letter of application for the position of ..... as advertised in the March 1982 issue of ..... .

*2. An expansion and clarification of items in your resume, specifically emphasizing the skills, qualities and experiences that make you a strong candidate for this job (e.g., your style of leadership, how you view the role of management, your beliefs about instructional trends and practices, your view of the role of teachers in instruction, how you have organized for curriculum, and evaluation).

3. Major questions you want answered about the position, role description, school or work setting, and areas of responsibility. Leave questions of salary, fringe benefits, etc. for later.

4. A description of biographical information not included in credentials: special educational achievements and interests, community and professional activities, personal and professional data. You need to show that you have the depth and breadth of experience to be a serious candidate.

5. A short statement of your philosophy of education.

6. A short statement of your philosophy of educational management.

*7. A closing statement, including your willingness to provide further information, your availability for an interview, your appreciation for the readers' consideration, and instructions on how to contact you.

TAKE TIME IN DEVELOPING YOUR FIRST LETTER. IT WILL SERVE AS A MODEL FOR FUTURE LETTERS.

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[14] Adapted from Kobayashi and Owen, 1978, op. cit.

The Resume

How to make your resume look attractive

ALWAYS!

1. Use bond paper with a cotton rag content.
2. Use 8½" x 11" white or cream paper.
*3. Type your resumé, preferably on an electric typewriter, e.g., an IBM Selectric or the equivalent, on only one side of the page.
4. Use black carbon typewriter ribbon.
5. Use the following margins: 1½" at top and bottom, 1 to 1½" at sides.
*6. Make it one or two pages, preferably one, unless that means leaving out vital information.
*7. Use a short outline format.
8. Make a working draft or two, letting friends or a professional editor read drafts *very* critically for clarity, correctness and attractiveness.
*9. Make it totally error-free (including spelling, grammar, usage) with undetectable corrections. Have at least two people proofread it.
*10. Send original or clean copy.

NEVER!

1. Use correctable onionskin, or inexpensive typing paper.
2. Use light green, blue, gray, yellow or dark beige paper.
3. Handwrite the resume, use script or other unusual typeface. Commercial printing is generally too flashy for education.
4. Use odd-color or old typewriter ribbon.
5. Cram everything together and leave narrow or ragged margins.
6. Make it longer than three pages. A long resume suggests disorganization and a lack of priorities.
7. Use long descriptions.
8. Dash off a resume in a hurry. Include enough lead time in your job search to prepare a proper resume.
9. Handwrite corrections, use crossouts, typeovers or other glaring machine errors. Have smudges, smears, or anything that makes it look dirty.
10. Send carbon copies or use cheap-looking processes.

What to include in your resume

Remember: Your resume is your first presentation of yourself to any prospective employer. Make it your best.

The REQUIRED resume elements are:

*1. Name, address and telephone number
*2. Current position, address and telephone number
*3. Education
*4. Past employment
*5. Related professional experience, skills, and training
*6. Current credentials and certification
*7. Location of placement file
*8. References, with telephone numbers

The OPTIONAL resume elements are:

1. Personal information
2. Publications and papers
3. Professional memberships and affiliations
4. Awards, honors and distinctions
5. Community involvement
6. Hobbies if *very* interesting or unique
7. Date of current revision

The LAYOUT of a resume should be:

1. Short—one to two pages
2. Well organized
3. Visually attractive and easy to read
4. Selective, focusing upon relevant data
5. Up to date

How to choose resume information

Choose ONLY that information which is relevant to the job you are seeking, and which presents you in the most favorable way.

Category	Essential Information	Optional Information
1. Current information	Name in full Home address Phone number with area code Business address Phone number with area code	Position desired. Date of birth, marital status, race, sex, handicap, citizenship (not required but useful for affirmative action statistics). *It is* **not** *a good idea to include: Nicknames, especially if they're cute. Hobbies, sports, interests unless they illustrate a quality crucial to the job or are so unusual that they make you very interesting. Photographs (people form impressions based on stereotypes and prejudices about physical characteristics).*
2. Current Position	Year, job title, school or other organization, city and state, length of time employed, brief description of duties if job title is ambiguous.	Supervisor or principal.
3. Education	Institutions attended, city and state, degrees (date and major area).	Minor area, focus of studies, titles of theses, courses and instructors particularly relevant to the job.
4. Past Employment	Dates, job title, school or organization, city and state, grade level or other assignments, special assignments (e.g., department head), brief description of duties if job title is ambiguous.	Supervisor or principal. Special emphasis (e.g., special education or team teaching). Noneducation employment only if it demonstrates a job qualification or fills a major gap in time between education jobs. Reason for leaving only if you've held an unusually large number of jobs in a short time.
5. Related Professional Experience and Skills	Paid and unpaid special positions that demonstrate leadership, initiative and professional involvement, e.g., curriculum development and evaluation, personnel selection and evaluation, finance and business management, collective bargaining.	Outstanding products of your work in these positions, such as innovative programs or curriculum guides adopted by the district. School assignments such as activity or class sponsor.
6. Training	Workshops, institutes and major in-service activities other than college courses which enhance your skills and show a commitment to professional growth.	*It is generally* **not** *a good idea to list personal growth-type workshops; there is too much prejudice against them.*

Category	Essential Information	Optional Information
7. Credentials/ Certification	Educational certificates and credentials held, whether basic or standard, with endorsements.	Certificate or credentials you will receive in the near future.
8. Placement File	Location of placement file, with placement service, mail address and phone number.	
9. References	At least three but no more than five supervisors or colleagues who can attest to your professional experience, qualifications and character. Name, title, organization, mail address, telephone.	
10. Publications, Research		Title of any important publications, including curriculum guides, instructional materials or other items on which you are named as author.
11. Professional Membership		Current memberships in professional organizations, with offices held and dates.
12. Awards, Honors, Distinctions		Any recognition of your qualities or contributions by professional organizations, community groups, etc.
13. Other Memberships, Community Involvement		Service clubs, community groups and other memberships which show involvement, leadership, service or job-related skills.

How to write effective job descriptions

1. **Use *strong active verbs* to describe your skills and accomplishments.**
   SAY: "coordinated district-wide reading program"
   NOT: "responsible for the coordination of reading"

2. **Use *parallel sentence structure.***
   SAY: "organized district-wide reading program, hired staff, coordinated volunteer staff"
   NOT: "organized district-wide reading program and was responsible for staffing it"

3. **Make descriptions of your skills and accomplishments *specific.***
   SAY: "wrote and obtained a $25,000 NIE grant for reading program"
   NOT: "wrote grant proposal"

4. ***Clarify ambiguities.***
   SAY: "supervised professional and volunteer staff for district-wide DISTAR reading program"
   NOT: "coordinated reading program"

5. ***Emphasize appropriate highlights* of previous experience.**
   SAY: "managed district-wide reading program, budgeted $25,000 grant, and coordinated DISTAR program with traditional reading program"
   NOT: "was responsible for reading program"

Sample Resume

SUSAN B. ANTHONY
1234 Progress Boulevard
Liberty, Oregon 97111
(503) 555-1638

Millard Fillmore Middle School
5678 Constitution Avenue
Liberty, Oregon 97112
(503) 555-1212

Current Position

Vice-principal, Millard Fillmore Middle School, Liberty, Oregon. Supervise attendance and student conduct, and coordinate extra-curricular activities, 1973-present.

Education

B.A. 1964. Oregon State University (teacher education, secondary)
M.S. 1968. University of Oregon (curriculum and instruction)

Professional Experience

Curriculum Specialist, Betsy Ross School District, Wayside, Oregon, 1967-1973. Researched materials and created curriculum packages for secondary social studies.

Department Head, 1966-1967.

Social Studies Teacher, Sojourner Truth Junior High School, Wayside, Oregon, 1964-1967.

Related Professional Experience

Member, District Social Studies Curriculum Development Team. Developed seventh-grade geography instructional units in summer 1965.

Chair, District Vice-Principals' Association, 1974-1975.

Awards

"Young Educator of the Year," Liberty Kiwanis Club, 1975.

Credentials/Certificates

Oregon Standard Administrative (Principal's Endorsement)
Oregon Standard Teaching (Standard Secondary, Language Arts, and Social Studies Endorsements)

Placement File

Request placement file from Career Planning and Placement Service, P.O. Box 3257, Eugene, Oregon 97403.

References

John A. Kimble, Principal
Millard Fillmore Middle School
5678 Constitution Avenue
Liberty, Oregon 97112
(503) 555-1212

Marsha A. Johnson, Assistant Superintendent
Betsy Ross School District
2468 Education Boulevard
Wayside, Oregon 97113
(503) 555-1357

The Letter of Recommendation[15]

When you ask someone to write a letter of recommendation for you, remember that the person is probably busy and probably does not have as good a memory about what you did as you do. Therefore, be helpful.

1. Be specific about what you want covered in her/his letter.
2. Give the writer the correct placement form to use, a stamped, addressed envelope, and the date by which you'd like the letter sent.
3. Give the writer pertinent information about you and your relationship with the writer.

   Example: I came to work in this district in .....

   You were my principal from ..... to ..... during which time I taught ....., ..., ...

   I worked on/did the following special things while I worked under your supervision: .....

   I'd like you to emphasize your perception of my skills in the following area: .....

KEEP A COPY OF EVERYTHING YOU SEND. IT WILL HELP YOU THE NEXT TIME.

The Placement File[15]

Keep an up-to-date placement file at your university placement service. Check to make sure the file is complete with the following items.

1. Transcripts
2. Letters of recommendation
3. A listing of experiences

Update the listings at least once a year and keep the file active. If you are looking for a job in a new area, check the nearest college or university placement service. Many will provide you with information about openings.

The Application Form[15]

How to fill out application forms and what to do about illegal questions.

1. Read carefully and follow instructions.
2. Type whenever possible.
3. If the form asks an illegal question you have four choices.
   - Answer it anyway, if it seems innocuous.
   - Skip the question and make a mark. Always give some indication that you have read the item and are skipping it deliberately.
   - Skip it and comment. You may choose to make an asterisk with a footnote reading, "I believe this question is not relevant to the requirements of this position."
   - Contact the EEOC if the question is in flagrant violation of the law.

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[15] Kobayashi and Owen, 1978, op. cit.

Now that you're prepared, and you've applied, you're ready for . . .

Step 3 . . .

Interviewing for the Job

Where to get information about the district

*1. Call your friends who know people in the district.

*2. Talk to people at the State Department of Education or at the professional associations.

3. Check statistics in publications by the State Department of Education and professional associations.

*4. Read the school board's policy handbook.

5. Read past minutes of the school board meetings.

6. Subscribe to a local paper.

*7. Talk to people at the local county office.

8. Drive through the district.

9. Look at the conditions of the schools.

10. Stop for coffee and chat with someone at the counter.

11. Buy gas and talk to a gas station attendant.

Preparing for the interview[16]

"Courage is resistance to fear, mastery of fear—not absence of fear."
—MARK TWAIN

Review the job expectations; questions must be job-related.

*Make a list of questions you would ask if you were in charge of the interview.

*Prepare full, complete answers to these questions. Rehearse your answers OUT LOUD.

*Prepare questions to ask the interviewers.

*Prepare a five-minute verbal presentation about yourself. The first question might be, "Tell us about yourself," or "Why have you applied for this job?"

List your strengths. Describe what you expect to contribute to the district.

List your possible job-related weaknesses. Prepare a response indicating how you would overcome each one of these weaknesses or how you would turn the weakness into a strength. Use this response *only* if you are asked about weaknesses.

Role play the interview with someone who will ask tough questions.

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[16] Adapted from Kobayashi and Owen, 1978, op. cit.

What to do at the interview

Ask yourself:

1. *Do I have small talk ready?*

   Be ready to respond if small talk seems appropriate. Yesterday's game, the weather and inflation are examples of subjects that are natural topics of conversation between strangers and help all involved feel more at ease.

2. *Am I well groomed and dressed appropriately?*

   Dress to fit your profession, your personality, and the environment. You, even more than the male applicants, must fit the committee members' image of a professional person. Probably a plain, skirted suit and blouse would be most appropriate to wear for the interview.

3. *How do I sit?*

   Don't sit on the edge of the chair; you'll appear too tense. Don't sprawl in the chair; you'll appear too relaxed.

4. *Do I maintain eye contact during an interview?*

   Make sure you share eye contact in a group interview. Take notes, after explaining they are only for your own use, to help keep from staring.

5. *Do I smile?*

Smile, but not too much; an administrative candidate is a serious, powerful person.

6. *Do I demonstrate a sense of humor?*

Don't try to be cute—good humor is never forced; it's most effective when it's spontaneous.

7. *Do I avoid a too-casual interviewing manner?*

Phony sophistication may be a real turn-off to employers. They prefer candidates who are energetic and enthusiastic without being aggressive and demanding.

8. *Have I done my homework?*

Learn enough to ask a few intelligent questions about the district.

9. *Have I decided how to handle illegal questions?*

Have your choices (answering, or saying "I think that is not relevant to the requirements of the position.") clearly in mind and do not fumble.

10. *Do I show genuine curiosity about employers and ask the interviewers pertinent questions?*

Remember, you should also be interviewing them, to find out if this is the place *you* want to be. Wait until *they* ask for questions.

11. *Do I listen well?*

Listen carefully and don't make the common mistake of talking too much.

12. *When an interviewer says, "Tell me about yourself," do I stress abilities and accomplishments?*

Be positive and let them know what you can do well, citing past jobs and accomplishments. You will have prepared this answer before the interview.

13. *Am I critical of my current employer?*

Don't criticize your employers, but you may mention opportunities you feel are missing in your present job.

14. *Do I reveal strong feelings, values and convictions in the interview?*

Be assertive but not dogmatic. Back up your opinions with examples in a logical and agreeable manner, and don't be too rigid about methods of accomplishing tasks.

15. *Do I fall apart when tough questions are asked?*

Don't let yourself be intimidated and freeze, babble like a child, or self-destruct. Just do the best you can.

16. *If I don't understand a question or why it's important, do I say so?*

"Would you explain why that question is important, Ms. Employer?" is an excellent way to find out what's really on the employer's mind.

17. *Am I able to say "I don't know" without embarrassment?*

Of course; who knows the answers to everything?

18. *Do I answer questions concisely and in a well-organized manner?*

Don't be long-winded and answer questions that were never asked! Stick to the point, summarize long answers, or say, "I don't know."

19. *Am I sensitive to an employer's being uninterested in my response?*

Ask, "Am I giving you the information you want?" when you note an interviewer's eyes glazing over.

20. *Am I being honest and authentic?*

Openly and politely disagree when you feel like it. Administrators need to be able to say no.

21. *Do I accept the job if offered?*

Never accept or reject a job on the spot. Tell them you need time to consider.

22. *Do I write a short thank-you note to those who took the time to interview me?*

If you do, employers are bound to remember and like you.

After the Interview . . .[17]

Make a list of all questions asked during the interview. (These may help you next time.)

Evaluate your own behavior in the interview. What can you do to improve next time? Write down suggestions for yourself.

Determine what you need to do next. Do you know the timeline for decisions?

Were you offered the job?

Good for you!

[17] Adapted from Kobayashi and Owen, 1978, op. cit.

If you haven't done so already, check:

- *salary
- *benefits
- *starting date of job
- *length of contract
- *name of supervisor

Negotiate to resolve the questions that concern you. When those questions are resolved to your satisfaction, **get the agreement in writing.**

If the position is that of superintendent, contact the state administrators' association immediately for assistance regarding the contract.

If you're going to another district, write a letter of resignation to your current board.

Redefine your goals and objectives.

Make a list of those people who helped you with information, letters of recommendation, support, etc. Drop each one a short note of appreciation.

Did you receive a "thank you, but no," letter?

Don't take it personally.

You did pretty well getting this far. Remember, there were probably 75 to 125 applicants for the job.

Make a list of all that you learned by going through the process.

Contact the screening committee to find out how you can improve the next time you have an interview. Write these suggestions down so you'll remember them.

Make the necessary modifications in your letter, resumé, etc., in preparation for the next application.

Remember: something good can come from this experience. It's up to you to make it happen.

Remember

The neatest resume, the most complete letter of application, the most charming approach will not take the place of competence.

Public school management is a demanding, challenging and exciting arena; we need the best people in these positions, not simply those who are ambitious.

Good luck!

5

Surviving and Succeeding in Administration

"When are they ever going to take me seriously?"

"I'm so tired of being sweetly patted on the head."

"I hate all that sexist language and humor!"

These are just a few of the comments heard whenever women administrators get together and talk about their situation. Some women who become administrators find that they are ignored, patronized, put down, or treated differently than a man would be in the same situation. Sometimes they are on trial and need to prove themselves more than men do. For instance, many women have told of being in a group situation, making a concrete suggestion and having the suggestion ignored. Yet the same idea was picked up later by a man who was subsequently applauded for his brilliance.

Women do not have the same organizational resources as men in the same position. Women administrators become isolated, and receive less information. They are excluded from some associations and kept out of informal networks. In fact, Miller says that job survival becomes increasingly difficult for women with advanced education, high occupational rank and superior authority, and that "resources simply do not pay off for women the way they do for men."[1]

Management is stereotyped as a masculine role. Those characteristics considered important in a leader are often the same characteristics that women are not supposed to possess: decisiveness, rationality, and charisma. What happens to women who become managers? Often they encounter mixed signals about appropriate social behavior and are only marginally accepted as managers. They have a hard time trying to tread the narrow path between being a "women's libber" and a "shrinking violet."

Women administrators often, consciously or subconsciously, develop strategies to deal with these problems. The rest of this chapter deals with guidelines to follow if you have decided that you want to retain your administrative job and advance in the power structure of public education. The material is arranged into various subject areas, each of which begins with a brief paragraph of explanation and ends with concrete suggestions to help the woman administrator cope with that particular area.[2]

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[1] Miller, Jon, et al. "Inequities in the Organizational Experiences of Women and Men." *Social Forces*, 1975, 365-381.

[2] Shareen Young provided many of the "how-to" ideas expressed in the following sections.

Developing the Most Effective Style

Competence alone will not guarantee success. Effectiveness also includes being seen as competent by people who distribute rewards. Certainly, a person's behavior influences others' perceptions, but how a person is viewed by others may depend more on their "images of competence" than on actual behavior. Women in a male-dominated profession have one great disadvantage. They need not only to demonstrate their competence by doing their job well, they probably also have to alter some people's erroneous ideas that women are not competent.

How to develop the most effective style

1. Do keep a low profile at first. Learn the job for at least a month before making sweeping changes.
2. Don't cry or lose your temper. You will fulfill the "emotional woman" stereotype and lose your power.
3. Don't complain about your lot or have a "poor me" attitude. You will be seen by others as a loser.
4. Don't smile too much. You, as a woman, are perceived as less powerful and less professional if you smile too much.
5. Do give your information or arguments rationally, clearly and concisely. You have much less leeway than a man to be emotional, unclear or long-winded.
6. Do ask for what you want and need--firmly and clearly.

Clarifying your Role with your Supervisor

In these days of affirmative action, some school districts are placing women as tokens in ambiguous or potentially ineffective positions. Sometimes the job is unmanageable, and sometimes the women have not had the necessary experience to manage the job. One way to insure that a job is not doomed from the start is to clarify roles with the supervisor. Looking at the job's functions, responsibilities, and authority should lead the woman administrator and her supervisor to a shared understanding of what each expects from the other.

Clarifying Functions[3]

The tasks of the position usually can be organized into a short list of specific functions, which are often found in the position description in the district's policy manual. For example, an assistant principal's job may include "supervising student activity groups." The woman administrator must negotiate for a set of functions which she can reasonably expect to accomplish.

Clarifying Responsibilities

The woman administrator and her supervisor must then decide for which functions the woman administrator takes complete responsibility and which functions she may delegate to others, although taking responsibility for ensuring that each function is accomplished.

Clarifying Authority

Each job function may also be classified according to accountability or the amount of authority the woman administrator has to her supervisor. For example:

A = Complete. "A" authority entitles the administrator to have full responsibility and authority to carry out the function.

B = Act and Inform. "B" authority entitles the administrator to perform the function as stated with the additional responsibility of informing the supervisor of the accomplishments or status of the function.

C = Approval Prior to Action. "C" authority entitles the administrator to assume the responsibility to make plans and preparations to conduct the function, yet the supervisor's approval is necessary prior to final decision or implementation.

Most administrators start at the lower levels of authority, such as C and B, and work their way upward as they increase their knowledge and competence.

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[3] Adapted from Donald G. Murray. "Clarifying Responsibility and Authority: The Key to Performance." 1977.

How to Clarify your Role

1. Very early, decide with your supervisor what functions, responsibilities, and authority you have.
2. Negotiate an agreement you both support, write out the agreement and sign and date it. (This agreement is different from your formal contract.)
3. Review and amend the agreement periodically.
4. Decide with your supervisor when decisions can and cannot be influenced.
5. Develop an understanding with your supervisor about when you can count on being supported.
6. Get your supervisor's support ahead of time if you expect to be making an unusual or unpopular decision.

Checking a Working Group's Interactions and Expectations

In order to understand each other's expectations and to keep a working group collaborating well, the group leader needs to legitimize a time for checking on how people are responding to the role expectations of others. The following pages present an exercise that group leaders can conduct with group members. In the exercise, group members are asked to write down the following about their colleagues: (a) those things they'd like their colleagues to start or do more of, (b) those things their colleagues do well and should keep on doing, and (c) those things they'd like their colleagues to stop or do less of.

Sample Expectation Statements

What I'd like to see you . . .

Do more of . . . (or start doing)	Keep on . . .	Do less of . . . (or stop doing)
Reviewing curriculum.	*Keeping parents off my back.*	*Coming late to our staff meetings.*
Telling me when you disagree with me.	*Being so thorough in your reporting to me.*	
Reaching me immediately when a problem surfaces.	*Being tactful.*	

[4] Adapted from Donald G. Murray. "Role Clarification." 1979.

How to Check Expectations[4]

After the expectation worksheets have been filled out for each group member, the information will be shared, using the following ground rules:

1. We all have a need and a right to both give and get information about how we impact each other.
2. We each are in control of how much and what information we share, while remembering that sharing all three statements is most helpful.
3. We will use the information not to blame or punish, but to help us negotiate agreements.
4. We each have a right to negotiate and make trade-offs in our jobs for the benefit of all.

Checking Expectations

1. We start by answering this question:

In order for me to be a more effective colleague I think I should . . .

Start or do more of . . .	Keep on . . .	Stop or do less of . . .

2. We fill out an expectations worksheet for each colleague (next page).

3. We each state our expectations to our colleagues.

4. With each other, we attempt to clarify and make sure we both understand what is being communicated, e.g., we paraphrase the statements received.

5. On blackboard or newsprint, we negotiate in one of three ways, by saying:

   Yes—I agree to do what you ask.

   No—It is not possible or probable that I can do what you ask.

   Let's negotiate a mutual agreement; I'll do ....., if you'll do .....

6. We write down what we have agreed and select a time and method to review the agreement.

Expectations Work Sheet

What I'd like ..... to
(NAME)

Do more of . . . Keep on doing . . . Do less of . . .

What I'd like ..... to
(NAME)

Do more of . . . Keep on doing . . . Do less of . . .

What I'd like ..... to
(NAME)

Do more of . . . Keep on doing . . . Do less of . . .

Using Time Productively

Alan Lakin says, "Time is life. It is irreversible and irreplaceable. To waste your time is to waste your life, but to master your time is to master your life and make the most of it."[5]

How to get the most from your time

1. **Plan deliberately.** Take ten minutes each morning and evening to set your goals, anticipate needs and interruptions, and decide what you want to accomplish.

2. **Make a list.** Buy a small notebook, write down a "to do" list for today, and jot down other items on a list for the future.

3. **Set priorities.** Lakin suggests noting urgent or high-value items A, medium-value items B, and unimportant or low-value items C. Then number the A's, B's, C's in order of importance.

4. **Concentrate on the essential.** Ted Pollock says, "Dig into your most important item and stick to it until it's done. Then tackle the second in the same way, and so on. Don't be tempted by unimportant, easy tasks until the essential is completed."[6]

5. **Give yourself uninterrupted time.** Block out certain hours such as 9:30-11:00 AM every day, when you are "in conference," and have your secretary field all but dire emergencies during that time. Choose your own most productive time, such as morning for early risers.

6. **Break down a large, complex project.** Plan to work on it each day in small tasks or small time periods. For example, if you must prepare a budget, you might start by getting a copy of last year's budget, writing a memo to principals for their input, or by working on the task for ten minutes every day.

7. **Use small pieces of time.** Use travel time, waiting time, eating time or that ten minutes before the next appointment.

8. **Set up availability hours.** Choose appropriate times, such as 8:00 to 9:30 AM and 2:00-3:30 PM every day, when you're available to anyone and can give them your undivided attention.

9. **Streamline routine work and delegate it.** Don't be a secretary. Handle each piece of paper only once; jot down the gist of a reply when you read a letter, create form letters for frequent requests, learn to dictate, and delegate routine queries and calls to your secretary.

10. **Don't try to do everything.** Lakin suggests that in a list of ten items, doing two of them will yield about 80 percent of the value. Find those two items, do them, and let the rest go.

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[5] Lakin, Alan. *How to Get Control of Your Time and Your Life.* New York: Peter H. Wyden, Inc., 1973.

[6] Pollock, Ted. *Managing Yourself Creatively.* Boston: Cahners Publishing Co. Inc., 1971.

Convening Successful Meetings[7]

One of the quickest and easiest ways to demonstrate competence is to hold successful meetings.

How to conduct a successful meeting.

1. **Take the role of convener** to lead and facilitate discussion. Be clear and definite, and neither hesitate nor dominate.
2. **Select a recorder** to keep track of procedures and meeting decisions.
3. A week before the meeting post or **pass around an agenda** worksheet.
4. **Develop an agenda** to begin the meeting.
   - Post newsprint or butcher paper and have felt pens and masking tape available, or use a blackboard.
   - List items from members and state and clarify: is the item for information, discussion, or group action?
   - Check to see if group members are interested in each item. If only a few are interested ask that they discuss the item outside of session and report back results at next meeting.
   - Assign time to each item and appoint timekeeper.
   - Rank-order items in order of importance.
5. **Check process** (how meeting is progressing) in middle of meeting for 2-4 minutes.
   - "Are we moving ahead or slowing down?"
   - "Are we all participating? Who is talking most/least?"
   - "Are we arguing each other down or helping each other?"
   - "Are we being direct with each other?"
6. **Bring closure to each agenda item.**
   - Summarize or ask someone else to summarize. Specify who does what by when.
7. **Debrief all members.**
   - "Did we accomplish our tasks?"
   - "Did we work well together? Did we listen to everybody?"
   - Ask for feedback. Did I, as the convener, do a good job?"
   - "Was this meeting worth the time? Why or why not?"

[7] Adapted from Colin Fox, "Hints for Successful Meetings." 1974.

Worksheet
Agenda

Date: ..... Time: ..... Place: .....

Convener: ..... Recorder: .....

Priority	Who	Time	Topic	Info	Discuss	Action

Communicating Effectively[8]

To be good administrators, women must be able to communicate effectively. The following four skills —paraphrasing, impression checking, describing behavior, and describing feelings—may provide a clearer understanding of what is said.

How to communicate effectively

To understand the other as a person . . .

. . . Check to make sure you understand other's ideas, information, and suggestions as they were intended.

1. **Paraphrasing.** Stating in your own way what the other's remarks convey to you.

   Examples: *"Is this . . . (statement) . . . an accurate understanding of your idea?"*
   "Would this be an example of the point you made . . . (then stating a specific example)?"

. . . Check to make sure you accurately understand what others feel . . . their inner state.

2. **Impression Checking.** Describing your impression of the others' inner state and checking whether you do understand what they feel.

   Examples: *"You look like you felt hurt by my comment. Did you?"*
   "I get the impression you'd like to change the subject. Is that accurate?"
   "You seem to be feeling more at home now. Are you?"

To help others understand you as a person . . .

. . . Describe what others did that affects you personally or as a group member.

3. **Describing behavior.** Reporting specific, observable actions of others without making accusations or generalizations about their motives, personality or character traits.

   Examples: *"That's the third time you have said you agreed with a statement of mine and then added 'but' and expressed agreement with the opposite."*
   "Mary and Jim have done nearly all the talking and the rest of us have said very little."

. . . Describe as clearly and unambiguously as possible what you are feeling.

4. **Describing feelings.** Reporting your own inner state as explicitly as you can by identifying feelings by name, figure of speech or action urge.

   Examples: *"I feel . . . embarrassed."* (naming)
   . . . like cheering." (action urge)
   "I am very upset that the work is not finished." (naming)
   . . . bored because we have discussed this issue four times." (naming)
   . . . as excited as a kid with a new toy." (figure of speech)

Remember . . . to communicate effectively your intent must be to understand better.

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[8] Adapted from John L. Wallen, Northwest Regional Educational Laboratory, 1968.

Creating Opportunities and Moving Ahead

There are two kinds of administrative career people, the "cosmopolitan" and the "local." The "cosmopolitans" have actively created their opportunities through a series of systematic and progressive steps upward, across school districts. The "locals" wait for opportunities and move upward when a vacancy is created in their own district.

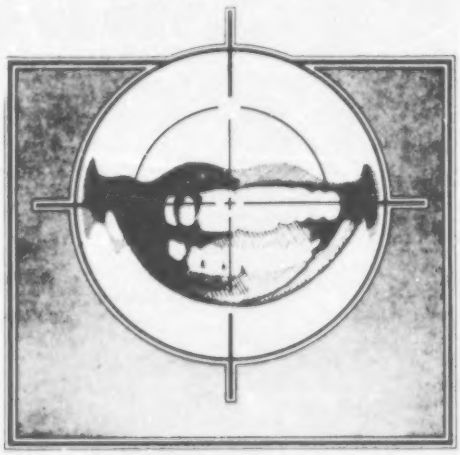
Women tend to be "locals," but if they want to move ahead, they must learn to become "cosmopolitans" and create their own opportunity structure.

How to create opportunities and move ahead

1. **Get the attention of superiors.** Become visible in the district, demonstrate leadership, give talks, and be sure your superiors know you are participating in these activities.
2. **Make your aspirations known.** Enlist a person powerful in this network to become your mentor and let him/her (it is a man most of the time) know what kinds of jobs you eventually want.
3. **Don't get stuck in a dead-end job.** Remember that you have more opportunities for advancement through secondary education and *line* positions in the central office, than through elementary principalships and curriculum specialties.
4. **Move often.** You will be seen as more ambitious if you change roles and if you change locations.

Working Gently on Sexist Language and Behavior

Sexist social interaction serves as the most common means of controlling women. A remark such as "Now, honey, you are just upset," to a woman after she has made a rational plea for an educational program or policy deflates her purpose, demeans her person, and communicates that she has inferior status.



Women deal with sexism in various ways. Some women, the "Queen Bees," demean other women by pretending sexism does not exist, and interact primarily with successful men. Other women, the abrasive rebels, lose their potential for influence because they continually react defensively to sexist language and behavior.

A woman administrator's task is to become an influential advocate for equality while preserving her status as a competent colleague. She should not tolerate sexism because it not only destroys her credibility; it destroys opportunities for other women and girls. As an educational leader and as a woman she must have deliberate strategies to deal with behaviors that are demeaning to her and to other women.

How to work on sexist language and behavior.

1. **Establish your competence** before you confront sexist language and humor. Otherwise, you may be dismissed as a "libber" and lose your influence.
2. **Model nonsexist language.** You can make your point without causing defensiveness. It may be awkward to use the generic "she," but such language makes the point.
3. **Use humor and reversal strategies.** For example, "Thank you, I think you look cute, too."
4. **Express openly your feelings about blatant sexism.** For example, "I am not comfortable with that statement."
5. **Look for the "teachable moment"**—a time when someone is more likely to understand your comment—to determine whether to respond to a sexist comment.
6. **Know when to let sexism pass.** You are not wise to point out sexist language in the middle of a serious conflict, or when you or others are visibly upset.

Producing Changes

Many new administrators try to do too much, too soon. Remember that effective change is a difficult, slow, step-by-step process. Producing change is also a threatening process. For most people, the known and familiar represent safety and security. A new administrator needs to convince those people that the proposed change has benefits for them.

However, a *woman* administrator has one big advantage in producing change. Because she is visibly different from most administrators, some traditional expectations will not hold for her. A woman can break the non-explicit rules more easily than a man. Thus, a woman may have more freedom than a man to model new behaviors and new procedures in education.

A *new* administrator, also has an advantage in producing change. A new person on the job has about three months of "idiosyncratic credit"—the freedom to make mistakes and create changes. The new administrator may lose credit by being defensive and not admitting mistakes, or she may gain credit by being competent and confident. She should effectively make use of her idiosyncratic credit by making major changes during the second or third month of the job. After that time, she will be an accepted member of the working group and no longer have her previous degree of freedom.

How to produce change

1. Decide what is most important to change; set your priorities.
2. Make major changes about two to three months into the job, while you're still new enough to get away with it.
3. Get your supervisor's support, in writing, for any major change.
4. Let minor changes wait until the dust settles from previous changes.
5. Break only one rule or procedure at a time.
6. Competently model new styles in setting agendas, conducting meetings, and monitoring process.

Understanding Power

Power is not necessarily a bad word. Many women think of power as Machiavellian, a coercive or negative influence. It can be. But power can also be perceived as benevolent: *the ability to mobilize resources to get a job done.* Power is exercised through formal job characteristics as well as through informal alliances. French and Raven have described five sources of power.[9]

1. **Reward power**—the power to give or withhold something perceived by the other as valuable.
2. **Coercive power**—the power to inflict some kind of punishment the other wants to avoid.
3. **Legitimate power**—the power to use a position, or superior knowledge, or greater experience to persuade the other to think, feel, or do things. The other perceives that the influencer has a legitimate right to prescribe behavior for him or her.
4. **Expert power**—the power to utilize superior skill or competence to cause others to achieve an effect.
5. **Referent power**—the power to cause people to do, think, or feel things because of personal attraction, desire to be like the other, desire to be identified with the other or what the other stands for.

The difficulty that women administrators have with using power appropriately is that they are socialized into using power indirectly, while administrators are expected to use power directly. If women are to move beyond the constraints of sex-stereotyped roles, they must learn to mobilize more of their sources of power to influence others, and be perceived as powerful.

How to understand power

1. Discover your own most effective power styles and learn to use them appropriately.
2. Check out the formal and informal power structures in your district and learn to use these efficiently.
3. Learn how the "good old boys' system" operates and learn to use it for your own purposes.
4. Expand your repertoire of power behaviors by using sources you have not used before. Choose a safe situation and try a new style.

Understanding Behavioral Styles

Psychologists describe behavior as a function of perception. The feelings, beliefs, conditions, attitudes, and understandings of a person constitute the directing forces of her or his behavior.

Because people have complex and overlapping values and beliefs, it is impossible to describe a person as having a specific, unalterable behavioral style. However, some behavioral patterns can be recognized that operate on one continuum of task-oriented to people-oriented, and a second continuum of dominant to easygoing. Because of the different ways the two sexes are socialized in our society, women's and men's use of behavioral patterns is often limited. Men are more likely to use dominant styles, while women are more likely to use easygoing styles. However, as the easygoing styles are not always appropriate for managers, women administrators find themselves more handicapped than men by these style limitations. Therefore, women administrators need to learn to use the dominant styles and to feel comfortable with them. Women administrators also need to understand these different styles so that they can become more effective managers of other people.

The different behavioral styles can be assessed by using the following two pages to chart behavior patterns on (1) a vertical continuum of informal to formal, and (2) a horizonal continuum of dominant to easygoing. The intersection of these opposites forms four quadrants which represent four broad categories of behavioral styles; the promoter, controller, supporter, and analyzer.

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[9] French, J. R. R., and Raven, B., "The Bases of Social Power," in Cartwright, D. *Group Dynamics.* Harper and Row, 1968.

Categories of Behavior Styles[10]

People Oriented (Informal)

1. Promoter	**2. Controller**
3. Supporter	**4. Analyzer**

Dominant (Extrovert) — **Easy Going (Introvert)**

Task Oriented (Formal)

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[10] Adapted from Susan Sayers, "Leadership Styles: A Behavioral Matrix." Portland, Oregon: Northwest Regional Educational Laboratory, 1978.

WILLY, PASS OUT THESE QUESTIONNAIRES AND BOOKLETS, WILLYA? COACH SAYS WE HAVE TO FILL THEM OUT NOW.
WHADDA THEY ON?
SOMETHING TO DO WITH THE NEW K.E.W. RULINGS REQUIRING ATHLETICS FOR WOMEN. THE COLLEGE WANTS OUR REACTIONS.
GROAN!
I JUST REMEMBERED I HAVE A DENTIST'S APPOINTMENT.
"WITH THE ADVENT OF EQUAL OPPORTUNITY FOR WOMEN IN COLLEGIATE SPORTS, THERE IS NOW A NEED TO EDUCATE ATHLETES ABOUT THE SPORTS SITUATION AS IT CURRENTLY EXISTS."
"TOWARDS THAT GOAL, THE UNIVERSITY WOMEN'S ATHLETIC ASSOCIATION HAS PREPARED A BRIEF 'GUIDE TO WOMEN IN SPORTS.'"
OKAY, OKAY, COOL IT! WE GOTTA TAKE THIS SERI...
DIRECT HIT!
HEE, HEE!
RED DOG, THIS IS SEXIST PIG! CAN YOU READ ME?
OF COURSE, SILLY!
WHAT FOLLOWS ARE SOME OF THE MOST FREQUENTLY ASKED QUESTIONS ABOUT WOMEN, WHICH WE'LL TRY TO ANSWER HERE IN PLAIN, SIMPLE LANGUAGE.
1. WHAT EXACTLY IS A "WOMAN"?
OH, WOW— I'VE ALWAYS BEEN AFRAID TO ASK! ?

Behavioral Characteristics Rating Form[11]

Name of person being rated: .....

Directions: Circle one of the numbers to indicate how you see the person you are rating. For example:

Dominant 1 2 (3) 4 Easygoing

The rater here decided that the person she was rating was more easygoing than dominant, but not easygoing enough to rate a 4.

1. Appears confident	1	2	3	4	Reserved
2. Passive	1	2	3	4	Aggressive
3. Responsive	1	2	3	4	Self-controlled
4. **Easygoing**	1	2	3	4	Dominant
5. Takes charge	1	2	3	4	Goes along
6. Formal	1	2	3	4	Informal
7. Disciplined	1	2	3	4	Spontaneous
8. Communicates readily	1	2	3	4	Hesitant communicator
9. Accepting	1	2	3	4	Challenging
10. Appears unorganized	1	2	3	4	Appears organized
11. Initiates social contact	1	2	3	4	Lets other initiate
12. Asks questions	1	2	3	4	Makes statements
13. Overbearing	1	2	3	4	Shy
14. Reserved	1	2	3	4	Fun loving
15. Appears active	1	2	3	4	Appears thoughtful
16. Relaxed	1	2	3	4	Assertive
17. Withholds feeling	1	2	3	4	Expresses feeling
18. Relationship oriented	1	2	3	4	Task oriented
19. Pushy	1	2	3	4	Gentle
20. Discriminating	1	2	3	4	Impulsive
21. Extrovert	1	2	3	4	Introvert
22. Warm	1	2	3	4	Cool
23. Subtle	1	2	3	4	Direct
24. Distant	1	2	3	4	Close
25. States information	1	2	3	4	Saves information
26. Quiet	1	2	3	4	Talkative

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[11] Reprinted with permission from: Northwest Regional Educational Laboratory, 1978. Rural Education Program. 710 S.W. Second Avenue, Portland, Oregon 97204.

"GUIDE TO WOMEN IN ATHLETICS — PART II — SEXISM AND CONTACT SPORTS."
"FACT: ALTHOUGH THERE HAS BEEN SOME LIMITED ACCEPTANCE, MOST MEN ARE PAINFULLY PATRONIZING TOWARDS WOMEN WHO TRY TO PARTICIPATE IN CONTACT SPORTS."
"FOR INSTANCE, WHAT DO YOU SUPPOSE THE AVERAGE LINEBACKER WOULD DO IF HE SUDDENLY DISCOVERED THAT THE BIG RUNNING BACK CHARGING AT HIM THROUGH THE LINE WAS A WOMAN?"
TRY TO CALM HER DOWN?
"HE'D PROBABLY TRY TO CALM HER DOWN."

Copyright, 1975, G. B. Trudeau/Distributed by Universal Press Syndicate.

Behavioral Characteristics Score Sheet[12]

To locate the person on the *Dominant/Easygoing* Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

1.	2. .....
5.	4. .....
8.	9. .....
11.	12. .....
13.	16. .....
15.	23. .....
19.	26. .....
21.	
25.	Sum #2 .....
Sum #1	

(Sum #1) + 35 − (Sum #2) = ... divided by 16 = ...

Place an X on the following scale corresponding to the score above:

DOMINANT — EASYGOING

1 — 2 — 3 — 4

Move the X down this scale

1.0 — 1.75 — 2.5 — 3.25 — 4.0

To locate the person on the *Formal/Informal* Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

6.	3. .....
7.	10. .....
14.	18. .....
17.	22. .....
20.	
24.	Sum #2 .....
Sum #1	

(Sum #1) + 20 − (Sum #2) = ... divided by 10 = ...

Place an X on the following scale corresponding to the score above.

FORMAL — INFORMAL

1 — 2 — 3 — 4

Move the X down this scale

1.0 — 1.75 — 2.5 — 3.25 — 4.0

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How to recognize behavioral styles

1. The Promotional Style

Promoters get involved with people in active, rapidly changing situations. These people are seen as socially outgoing and friendly, imaginative and vigorous. Because people react to behaviors as a result of their own value biases, some see the promotional style as dynamic and enthusiastic, while others perceive the same behavior as egotistical or insincere.

In a work situation, promoters can generate creative ideas for work and get things going, but they are less likely to pay attention to detail and follow through to get the task done.

2. The Controlling Style

Controllers want results! They love to run things and have the job done in their own way. "I'll do it myself" is a frequent motto of the controller. These people can manage their time to the minute. Some see them as business-like and efficient, while others refer to them as threatening and unfeeling.

In a work situation, controllers make sure the job is done. They get impatient with long discussions about "the best way" or "the way to please everybody." Controllers are confident in their ability, take risks and push forward, but are often highly competitive.

3. The Supporting Style

Supporters value interpersonal relations. These people try to minimize conflict and promote the happiness of everybody. Some people see the supporting style as accommodating and friendly, while others describe it as wishy-washy and "nice."

In a work situation, supporters may find it difficult to say "no," thus they frequently find themselves overcommitted. They can be counted on to do what will please others. Supporters are people-oriented, non-aggressive and have a high concern for quality work. They rely on others to give directions about how to get the tasks done.

4. The Analyzing Style

Analyzers are problem solvers. They like to get all the data before making a decision. Some say they are thorough, but others complain that they're slow. They often say they need more data. These people are frequently quiet and prefer to work alone.

In a work situation, analyzers bring valuable conceptual skills. They ask the difficult, important questions. Interpersonally, they may seem aloof and cool. Analyzers may miss the deadline, but they'll have all the reasons to support the delay.

You will find that most people have a preferred style, which they use most often. However, people also have a variety of response patterns, so depending on the situation they may behave differently. Your success is not dependent on your style, but on how well you capitalize on the behaviors that come most naturally and how much you take risks and experiment with behaviors from the other styles. By increasing your awareness of the options that exist, you can improve your leadership and participant behaviors.

In a work situation, you will find it most useful to have a team composed of people with all four styles who have learned to accept and capitalize on the strengths of each other.

On the following page is a chart to help you understand and work most effectively with each of the styles.

Working with Stylistic Differences[13]

Person with	Promoting Style	Controlling Style	Supporting Style	Analyzing Style
Needs to learn	• Patience • Discipline	• Humility	• Determination	• Spontaneity
Measures progress by	• Applause	• Results	• Attention	• Activity
Will ask	• Who?	• What?	• Why?	• How?
Saves	• Effort	• Time	• Friendships	• Face
Takes endorsements from	• Social skills—likes to be good at winning people	• Getting the job done well and on time	• Friends—"If they still like me, I must be doing it right."	• Knowledge
Needs to be given	• Some structure within which to reach the goal	• A position that requires relying on cooperation with others	• Structure for the goal and methods for the task	• Some methods of dealing with other people
Relies on the power of	• Feeling—expects that "winning ways" will carry him or her through	• Personality—hopes to be strong enough to "wing it"	• Acceptance—uses compliments to get approval	• Expertise—gathers more data when in doubt
Motivated by	• Friendly people • New opportunities • Attention	• Responsibility • Authority • Achievement	• Trust and security • Need for services • Appeal to loyalty	• Logic • Routine • Structure
Most effective environment is	• Social • Changing • Youthful • Optimistic	• Competitive • Open • Challenging • Opportunistic	• Respecting • Supporting • Reassuring • Idealistic	• Unemotional • Factual • Scientific • Practical

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Discovering Sources of Conflict[14]

When conflict arises, it almost always appears as trouble between two people—a so-called personality conflict. However, the real problem *almost always* lies in areas other than personality and style.

Here is a schematic representation of the many layers of organizational structure and interaction.

The successful completion of tasks at each level is dependent upon agreement at the level *below* where the conflict seems to exist.

How to discover sources of conflict

1. If there is agreement at all levels except interpersonal skills, use the following worksheet.
2. If you suspect the disagreement is at a lower level, discover at what level on the pyramid the conflict exists.
3. Try to get agreement between the parties to the conflict at the level *below* that level.
4. If the parties still disagree, keep going down the pyramid until they do reach agreement.
5. Gradually work back up the pyramid—usually you eliminate the upper level conflicts after you solve the lower level conflicts.

[14] Based on material from Colin Fox and Donald G. Murray, 1979.

Conflict Situations[15]

My style is: .....

My strengths are: .....

.....

Identify someone closely associated with you (i.e., superintendent, principal, spouse, etc.) and his/her style	Identify his/her strengths	Identify what you can do to supplement/ assist him/her	Identify your most likely conflict	Identify ways you can manage the conflict
Name: Style:				
Name: Style:				
Name: Style:				
Name: Style:				
Name: Style:				

[15] Reprinted with permission from: Northwest Regional Educational Laboratory, 1978. Rural Education Program, 710 S.W. Second Avenue, Portland, Oregon 97204.

Resolving Conflict with Various Behavioral Styles[16]

Women administrators need to learn to use new styles for resolving conflict. Traditionally, women have used smoothing and avoiding styles more than the others. Women can increase their effectiveness if they learn how and when to use different kinds of conflict resolution. The next pages define different modes of conflict resolution, give examples of each style, and describe times when each style is most effective.

How to use various conflict resolution styles

1. **FORCING** (most often used by controllers) is dominant and uncooperative—you pursue your own concerns at the expense of another person. You are power-oriented.
   Examples: *Standing up for your rights, defending a position which you believe is correct, or simply trying to win.*
   Uses:
   1. When quick, decisive action is vital, as in emergencies.
   2. When important, unpopular courses of action need implementing, such as cost-cutting and enforcing unpopular rules.
   3. On vital issues when you know you're right.
   4. To protect yourself against people who take advantage of noncompetitive behavior.

2. **COLLABORATING** (most often used by promoters) is both extroverted and cooperative—you attempt to work with the others to find some solution that fully satisfies the concerns of all.
   Examples: *Exploring a disagreement to learn from one another's insights, agreeing to resolve some condition which would otherwise have you competing for resources, confronting and trying to find a creative solution to an interpersonal problem.*
   Uses:
   1. To find an integrative solution when both sets of concerns are too important to be compromised.
   2. When your objective is to learn—e.g., testing your own assumptions, understanding the views of others.
   3. To merge insights from people with different perspectives on a problem.
   4. To gain commitment by incorporating others' concerns into a consensual decision.
   5. To work through hard feelings which have been interfering with an interpersonal relationship.

3. **SMOOTHING** (most often used by supporters) is introverted and cooperative. You neglect your own concerns to satisfy the concerns of others.
   Examples: *Giving generously and selflessly, obeying another person's order when you would prefer not to, or yielding to another's point of view.*
   Uses:
   1. When you realize that you are wrong—to allow a better position to be heard, to learn from others, and to show that you are reasonable.
   2. When the issue is much more important to the other person than to yourself—satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
   3. To build up social credit for later issues which are important to you.
   4. When continued competition would only damage your cause—when you are outmatched and losing.
   5. When preserving harmony and avoiding disruption are especially important.
   6. To aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

4. **AVOIDING** (most often used by analyzers) is introverted and uncooperative—you do not immediately pursue your own concerns or those of others. You do not address the conflict.
   Examples: *Side-stepping an issue, postponing an issue until a better time, withdrawing from a threatening situation, saying that the issue isn't really critical.*
   Uses:
   1. When an issue is trivial, of only passing importance, or when other more important issues are pressing.
   2. When you perceive no chance of satisfying your concerns—e.g., when you have less power or you are frustrated by something which would be very difficult to change, such as national politics, or someone's personality structure.
   3. When the potential damage of confronting a conflict outweighs the benefits of its resolution.
   4. To let people cool down—to reduce tensions to a productive level and to regain perspective and composure.
   5. When gathering more information outweighs the advantages of an immediate decision.
   6. When others can resolve the conflict more effectively.
   7. When the issue seems tangential or symptomatic of another more basic issue.

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[16] Adapted from the *Thomas-Kilmann Conflict Mode Instrument*, Copyright, XICOM, Inc., Tuxedo, New York, 1974.

5. **NEGOTIATING** is intermediate in both dimensions. You try to find some expedient, mutually acceptable solution that partially satisfies both of you.
   Examples: *Splitting the difference, exchanging concessions, or seeking a quick middle-ground position.*
   Uses:
   1. When goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
   2. When two opponents with equal power are strongly committed to mutually exclusive goals—as in labor-management bargaining.
   3. To achieve temporary settlements of complex issues.
   4. To arrive at expedient solutions under time pressure.
   5. As a backup mode when collaboration or competition fails to be successful.

Helping Other Women

Women who have achieved a leadership role in education should assume some responsibility for helping other women in the profession. Women who only interact with successful men continue females' self-denigration. Those who are successful and who have risen to positions of influence have not only "pulled themselves up by their own bootstraps," they probably also have been lucky and have had help from a mentor. Women who succeed owe something to other women who may be hoping to move ahead. Today, because of increasing awareness of women's problems, successful women are more often encouraging and helping other women. Be one of them.

How to help other women

1. Encourage competent women to high aspirations.
2. Give leadership jobs to competent women.
3. Suggest to colleagues the names of qualified, competent women aspirants.
4. Point out to colleagues, gently, instances when they fail to mention women for jobs and/or responsibilities.
5. Develop a support group for women administrators to advance their professional careers.
6. Support women who want to press valid discrimination suits.
7. Articulate a new vision; encourage and support women to believe in their ideas and themselves.

Part III
Getting Together

6

Developing Support Groups

. . . If they held together, they would continue strong; but if they fell out and were divided, they would become weak.
—PLUTARCH

Women who want to be administrators need to work together to get power and support to have an impact on the present system.

Chapter 6 describes support groups for professional women and gives guidelines for organizing. It discusses different goals for support groups and methods to keep them running smoothly.

The Appendix includes forms and suggestions arranged according to the kind of task being undertaken. For example, one section includes suggestions and forms for those who wish to monitor school districts and discover administrative vacancies, and another section includes forms and suggestions for those wanting to produce a directory of qualified candidates. Some of the materials were developed by Career Women in Education (CWE) and came from the excellent report by Doris Timpano and Louise Knight: "Sex Discrimination in Selection of School District Administrators: What Can Be Done?" (Washington, DC, National Institute of Education, 1976). The rest of the materials were developed by the SEEL project for use in OWEA or The Oregon Network.

We hope that women will find these materials helpful and use them to get together and get ahead.

The Need for Support

Women who are looking for administrative positions have difficulty. They ask, "Why didn't I get the job?"

This question has been asked by a variety of women after applying for a variety of positions in educational administration. One woman applied for the position of assistant principal when a friend told her that the present assistant elementary school principal had accepted another job. "Sorry," she was told, "We have no opening."

Another woman with substantial administrative experience persisted in ferreting out information about openings. She applied for dozens of positions for which she was well qualified. She was not hired for any.

Each of these women wondered what had happened. Each asked herself:

"Was I too haphazard in seeking out information about the opening?"

"Was my information incorrect?"

"Was my resume too brief?"

"Was my answer to that one question too candid?"

"Was my dress inappropriate?"

"Was my experience too limited?"

The woman who had applied for dozens of positions decided that her resume was to blame. She revised it and tried again. Jackpot! One change in her resume apparently made all the difference to prospective employers. She had substituted her middle name for her first name. Her middle name was Sidney.

Mary Sidney now knew what had happened to her. But she was as much alone with her answer as were the other applicants with their questions.

Women who are already working as administrators are also alone. Isolation does not end with success; administrators are often lonely at the top. For women it is even lonelier. Women administrators often find themselves the only female in a professional group. One woman who was an elementary principal said:

> The principals' group had a stag dinner last week and it was made very clear that I *wasn't* invited.

Another woman in a central office staff position fumed:

> I get so *angry* when important decisions are made in the men's restroom—and it happens a lot!

Women who demonstrate their competence as administrators generally have less access to information, resources, and support than do men.[1] The woman who "makes it" in educational administration is noticed—with double takes, with misgivings, with embarrassment and fumblings, with extra hearty good wishes, and occasionally with animosity masquerading as a joke or a fatherly pat, not necessarily on the back.

In the past, women in administration responded by denying their special status, by resigning themselves to it, or by glorying in it. But now they are changing their reactions. One said:

> It used to be when I walked into a room full of men and only one woman, I would tend to ignore her. Now when I walk into a similar situation, the woman and I at least have eye contact. There's too damn few of us women; we found out we need to support one another.

Women *do* need to support each other. They need to talk to others who share common problems, and they need to provide each other with assistance and support. They need to increase their ability to control their lives and decrease both open and hidden attempts to oppress them.

[1] Miller, Jon, et al., "Inequities in the Organizational Experiences of Women and Men." *Social Forces*, 1975. pp. 365-381.

What are Support Groups?

The lonely woman in administration can get support from an individual such as a knowledgeable outsider, a friend or spouse, or perhaps from a woman in another district. However, a group gives the woman more comprehensive help. Kirschenbaum and Glaser define a professional support group as ". . . a small group of professionals with a common area of interest who meet periodically to learn together and to support one another in their ongoing professional development."[2] A support group can also be a larger association of these small groups that has the capability to wield power.

[2] Kirschenbaum, Howard, and Barbara Glaser, *Developing Support Groups*. La Jolla, California: University Associates, 1978, p. 3.

Examples of Support Groups

The Sex Equity in Educational Leadership (SEEL) staff worked or became acquainted with a variety of women's professional support groups. These groups differed in size, purpose, membership, and goals, and thus are used here as examples of groups that can help women. They included the following:

The "Lunch Bunch"

Composed of seven female administrators from a small city school district. The group met sporadically, no oftener than once a month, usually for social purposes.

The Committee for Equal Educational Leadership (CEEL II)

Another small group of from six to ten members from a small town in Oregon. They are all women, but not all professional educators, and meet frequently, during some periods as often as twice weekly. The agenda is usually political.

The Washington Council of Administrative Women in Education (WCAWE)

A statewide professional organization, WCAWE was a model for OWEA.

The Oregon Women in Educational Administration (OWEA)

Another statewide professional organization, with 150 members. All members are invited to an annual conference; a steering committee of 11 women meets at least monthly. The agendas reflect concern with a mixture of social and political needs.

The Oregon Network (ON)

Initially funded and organized by SEEL at the University of Oregon. Under SEEL's auspices, six part-time "field coordinators" gathered information about openings in Oregon school districts, the districts' affirmative action plans and their actual hiring patterns. The Oregon Network also published a directory of candidates (both female and male) for positions in educational administration. Although it was not a support group in the traditional sense, but primarily a research and service organization, it did provide services that some support groups might emulate.

Career Women in Education (CWE)

A group of New York women active from 1975-1978 in Long Island, New York. The group's founder, Doris Timpano, co-authored an excellent, detailed report for people who want to copy or adapt the CWE model.[3] These professional women educators met infrequently, but gathered information about current conditions, monitored job openings, published a bulletin on job openings and a newsletter to describe how to apply for jobs, trained women for administrative jobs, and organized committees to support these activities. Thus CWE was a service group and a monitoring organization.

Functions of Support Groups

If support groups are classified according to function, they fall into about four main kinds, although usually these functions tend to overlap.

Informal Social Support

This is a group of friends who meet periodically to talk and share experiences. They merely want the company of like-minded women, and a situation where they can be open and share their difficulties as women. The lunch bunch was an example of the informal social function.

[3] Timpano, Doris M., and Louise W. Knight, "Sex Discrimination in the Selection of School District Administrators: What Can be Done?" Washington, DC: National Institute of Education, 1976.

Political Action

This kind of group usually begins as a response to a situation which group members think requires action. CEEL II, which was formed to ensure that there were women candidates for a principal's position, is an example of political function.

Monitoring and Research

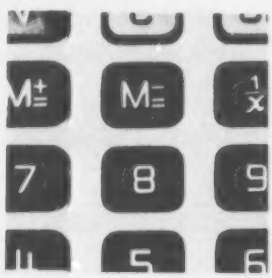
These groups are formed to keep track of what is actually happening in the hiring process. CWE, which monitored all administrative openings in two New York counties for several years, and the Oregon Network, which monitored all administrative openings in the state of Oregon, are examples of monitoring function.

Service

These groups are formed to provide service to women who are or hope to be administrators. This group gives administrative hopefuls assistance in job hunting and resume preparation, and provides bulletins on available jobs and available candidates. OWEA and CWE both are examples of groups that included the service function.

Professional Network

This group serves as an official advocate for women in the profession. It may provide some or all of the previous functions as a part of its advocacy. OWEA and WCAWE are both examples of the professional network function.



Sizes of Support Groups

If classified according to size, groups tend to be either small and local or large and statewide.

The small intimate group

Advantages are ease of operation, increased chance to participate, and greater cohesion. In the local community it also can be highly visible, easily accessible, and can more easily obtain the facts about the local situation.

Disadvantages are lack of resources, and less stimulation for members after operating for a while.

The large professional group

Advantages are more resources, more political power, and more anonymity for women taking action.

Disadvantages are less intimacy and sharing, less flexibility, and more difficulty in trying new procedures and learning.

Organizing a Support Group

"Woman will learn the power of association and she will learn the value of herself."

—B. Berg

Taking the First Step

How is a support group begun? There were some common patterns in the beginnings of different support groups. First, one individual took the initiative to call together a group of women, often her own friends or acquaintances. The leader usually did not suggest a formal agenda; but invariably she identified experiences, questions, concerns, hopes, needs, or problems that the other women shared. Then she invited others to form a group in one of several ways.

Examples of Invitations

Written Invitation[4]

Dear Carol:

For the last several months, I have been thinking about ways to make contact with you and other women interested in educational administration. Toward that end, I would like to invite you to join a "professional support group" focusing on this area. This group would meet periodically and share ideas, learn new approaches, and provide support for each other. If you are interested and would like to further explore the possibility, please come to my home next Thursday evening at 8:00. At that time, we will meet with others to consider the feasibility, focus, and logistics of forming such a group. Call me if you have any questions.

Hoping you can join us!

Sincerely,
Barbara

General Announcement

ATTENTION WOMEN ADMINISTRATORS IN EUGENE

You are invited to join a Professional Support Group.

Meet periodically with other women administrators to share new ideas, resources, and approaches—a unique way to foster your own professional development and to share support in experimenting with new concepts and programs.

INTERESTED? THEN JOIN US!

September 19, 1981 7:30 P.M.
2435 Liberty Avenue Eugene, Oregon

If you have any questions, please call 555-9876

[4] Kirschenbaum and Glaser, 1978, ibid., pp. 17-18.

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How to Take the First Step

Make a list of potential group members, considering several kinds of members.

1. Compatible colleagues in your own district or in other districts
2. Women in the teaching field who might be potential administrators
3. Friends in related fields who are interested in relevant topics, e.g., sexism in schools, management models, discriminatory hiring practices, etc.
4. All women listed in the state administrators' organization

Contact a group of women you think would be interested in a support group, in one of several ways.

1. A phone call
2. A request that each interested person bring another interested person
3. A written, personal invitation (see previous page)
4. A posted announcement (see previous page) in an appropriate place, such as the education association or central office bulletin board
5. A form letter to all women listed in a specific organization

Convening the First Meeting

A similar pattern emerged in the first meeting of each support group. First, a "critical mass" of women attended, ranging in numbers from five to 40—enough women who cared enough to do something.

Second, the first meeting provided an opportunity for sharing personal anecdotes and feelings. Not until those anecdotes and feelings had been shared did the discussion move on to the social and political implications of individual experiences. However, the discussions did move on to such implications before the meeting ended.

Third, the meetings invariably concluded with a resolve to do something, if only to schedule another meeting. Several groups went so far as to agree upon specific plans of action and to delegate certain responsibilities to committees or individuals.

How to Convene the First Meeting

Read "Convening Successful Meetings" before the meeting.

(See Chapter 5.)

Introduce yourselves when the group has assembled.

1. Sit in a circle, tell the group your name, position, a couple of bits of personal information, and what you hope to gain from the group.
2. Next, go around the circle and have every other person introduce herself in the same way. Taking the time to make introductions always pays off in increased interaction and trust among group members.

Brainstorm, on newsprint, a list of topics for a major focus. Answer the following questions:

1. Do we have a common interest?
2. Do we want to focus on one topic, or do we want to vary topics from meeting to meeting?

Choose a structure for meetings. How will you structure your time in meetings? Some ways are to:

1. **Rotate taking responsibility for sessions,** each member choosing whatever topic and format she wishes.
2. **Agree to a set structure for every meeting,** with times assigned, e.g., introductions, socializing and sharing, business, major presentation, and debriefing.
3. **Choose a mixed structure,** with elements from both options 1 and 2.

Decide upon a regular meeting time and place.

1. Will we meet weekly, biweekly, monthly?
2. Will we meet at an office, a restaurant, a home, or various places?

Plan for continuing action.

1. Decide who has **responsibility** for the next two meetings.
2. Assign a **responsible person** and a **time-line** to any action taken by the group.

Learning Different Ways

Kirschenbaum and Glaser say, "There are four basic learning modes that support groups have used profitably in the past. Within each mode are several kinds of **approaches,** each capable of helping support-group members become more effective professionals.

"A common pitfall for groups is an overreliance on any given learning mode . . . varying the learning mode often helps maximize the learning."[5]

The Four Learning Modes[6]

The Teaching-Learning Mode

You teach and learn from one another by using presentations, group activities, experience sharing, lectures, films, guest speakers, discussions, and resource sharing.

Advantages: Members take turns assuming the teaching role. You need not be an expert on something to teach it to your group. Often, members teach the group something they are just learning themselves. This creates the feeling that all are learning together.

Disadvantages: You may overuse the discussion approach within this mode.

[5] Kirschenbaum and Glaser, ibid., 1978. pp. 31-32.
[6] Kirschenbaum and Glaser, op. cit., 1978. pp. 32-33.

The Problem-Solving Mode

You focus on professional problems that members have been experiencing. One member explains her problem situation and asks for the group's help, often specifying the type of help she desires.

Advantages: Using brainstorming, creative problem solving, good listening, clarifying interviews, role playing, and other techniques enables group members to engage in problem-solving experiences and offer their own ideas to help their fellow members.

Disadvantages: Complaining or assigning blame so much that group members cease being constructive.

The Practice Mode

You can practice new methods and/or behaviors, with the option of receiving helpful feedback. You can make a presentation, lead a sample meeting, give a demonstration, present a paper, act as a conflict mediator, lead an exercise—in short, do anything that would constitute practicing a skill or endeavor you want to improve.

Advantages: Building confidence by trying out something in a safe setting, before doing it in the less-safe outside world. Gaining experience, which usually provides good learnings. Getting the group's feedback and helpful suggestions. Using tape recording and videotaping is also helpful.

Disadvantages: Becoming boring to members who are very familiar with the practiced skill.

The Action-Project Mode

Your group becomes actively involved in projects that are designed to bring about changes, such as a letter-writing campaign, a presentation to a local political body or school board, a fund-raising effort, and the sponsoring of a workshop.

Advantages: Effecting certain kinds of change in your organization, school, or community.

Disadvantages: Turning the professional support group into an ad hoc action committee and interfering with the group's learning and support. If your group does become involved in an action project and you do find there is not enough time for the other learning modes, one suggestion is to increase the frequency of your meetings and allow time for both functions.

Setting Goals

Setting goals and priorities is an obvious necessity; yet groups sometimes find themselves forgetting their goals when they become very active. Any group needs to clarify its goals, write them out, rank them, and have them accepted by the group membership.

Kinds of Goals

A support group may embrace any or all of the following goals:

Attracting Attention

Most of the groups with which we are familiar have made this a top priority goal. Strategies for attracting attention include holding news conferences; mailing out press releases, bulletins and newsletters; giving workshops at conferences of educators and school board members; and organizinz inservice training and conferences. These activities inform and persuade people. But the primary objective is simply to remind people in power that they are being watched by a group committed to sex equity in educational administration.

Monitoring and Research

CWE and ON emphasized this goal and gathered information about openings and available candidates. They also tried to monitor school districts' affirmative action plans and hiring practices. You will need such data as ammunition for your group when yuo proceed to your next goal.

Informing, Persuading, and Confronting

This goal has guided the actions of most of the women's support groups. For example, members of CEEL II testified before their local school board, presenting it with a failing report card in affirmative action and evidence of discriminatory hiring patterns, and demanding specific changes. OWEA co-sponsored a grievance on behalf of one of its members. One of CWE's strategies was to send letters to personnel directors and superintendents in districts that had current job openings, presenting evidence that women were under-represented in that particular district's administrative ranks, and enclosing the resumes of several qualified women.

Building Networks

This goal is necessary to gather enough political power for women in administration to have some clout. Recalcitrant male administrators can fairly easily dismiss a lone woman's complaint; they have more difficulty getting rid of any organized group of women. An organized network also can pass on job information quickly—both formally and informally.

Providing Service to Women Administrators

The purpose of this goal is to increase the pool of qualified, certified, competent women applicants. CEEL II provided opportunities for women to get credentials through their local college. OWEA provided workshops to help women think about becoming administrators. CWE sponsored lectures by successful female administrators, held workshops on resumé writing, and used role playing to help applicants prepare for interviews.

Supporting Individuals

Although the Lunch Bunch was the only group that had personal support as its main goal, all the groups provided personal support for members. For example, a member of the OWEA steering committee said:

> During the first ten minutes of our meetings, we usually share traumas and laughter. The meetings have given me the first place in four years where I can talk about my problems, concerns, and failures without worrying, "Gee, am I tough enough?"

Choosing Leadership

Successful leadership of a support group can take a variety of forms. Nevertheless, leadership of some sort is essential to the survival of any support group.

How to Choose a Leader

1. Agree early, and explicitly, about the **scope and style** of the leadership that you want, ranging from the unobtrusive style of an occasional hostess to the managerial style of a full-time director.
2. Consider each leadership option in view of its **compatibility with your group's goals.** You may prefer one leadership style for certain goals, and another leadership style for others.
3. **Decide who shall assume specific leadership responsibilities.** The responsibilities may be assigned to one individual, divided among several individuals, or delegated to committees. Calculate which responsibilities may be handled best by women and which by men.
4. **Assess realistically the limits of each prospective leader's time, commitment, resources, and experience.** It may be possible to compensate for some of those limits. For example, a university professor on sabbatical might assume responsibility for behind-the-scenes organizing, a practicing administrator might assume responsibilities that are less time-consuming but more visible, and a hopeful aspiring administrator may do much of the day-to-day work.
5. **Reassess your leaders periodically** upon the basis of recommendations 1 through 4. Organizations change and evolve; leadership also needs to change and evolve.

Choosing Membership

Support groups show a wide variety of membership—from a small group of close friends to a statewide group of professional affiliates. Consider the following questions when deciding who should join your group.

How to Decide on Members

1. Who needs your group most?
2. Who can contribute most to it?
3. Do you want to expand your membership? If so, is there a limit to the new members you will accept?
4. Do you want to include men as well as women?
5. Do you have similar expectations for all members (e.g., aspirants and practicing administrators)?

Developing a Public Reputation[7]

Career Women in Education (CWE) found that the time its members invested in getting good public coverage of their activities and reports helped in many ways. It made it possible for women to find out about and join CWE, and increased the number of opportunities for various people in the community to cooperate with CWE.

Also, steady publicity gave people in the community a sense that CWE was an open and straightforward organization, with nothing to hide and no surreptitious agenda. Finally, an organization with an established public reputation is an organization with power in a community. The interest of local administrators in the organization was, particularly at first, directly connected to the amount of publicity the organization received.

What to Mail and to Whom

CWE developed its public reputation by using the following tools:

1. A newsletter for members (quarterly)
2. A memo to members (monthly)
3. Superintendent's bulletin (biweekly)
4. Press releases
5. Copies of research studies

These publications were sent to various groups.

Different mailing lists CWE kept are:

1. Membership list
2. Members looking for jobs
3. All superintendents on Long Island
4. Personnel in the state department of education
5. National organizations
6. Reporters from the local papers and other media

No one group received all the publications, nor did one publication go to all the groups. For example, some superintendent's bulletins were sent to reporters, depending on the content. Some individuals in the state department of education received all the research studies; others received only the newsletter and the monthly memo to members. Reporters received copies of all reports.

Using Publicity[8]

From the first, CWE paid close attention and devoted a good deal of energy to keeping the local newspapers informed of the lack of women administrators on Long Island and of the efforts of CWE to correct the condition. CWE found that, in general, local reporters were receptive to printing stories about CWE. One reason may be that CWE was careful to have a story to report. A flow of press releases that announce events of no newsworthy significance (such as "CWE reorganizes its committee structure; new chair appointed") was something reporters did not welcome.

[7] Timpano and Knight, 1976, ibid., p. 19. Reprinted with permission.
[8] Timpano and Knight, 1976, op. cit., pp. 17-18. Reprinted with permission.

How to Use the Media

Identify all media outlets in the community:

1. Local, state, and national
2. Newspapers, radio, television
3. Dailies, weeklies, monthlies, newsletters
4. Educational newsletters, journals, bulletins of all educational organizations

Identify key individuals.

1. Secure the address, telephone number, and name of one key individual in each of the above organizations.
2. Organize the information in a card file for easy access and for use as a mailing list.

Develop lines of communication with each of the above organizations.

1. Study the kinds of information each seems to cover the most.
2. Request information from each of them about the news format they prefer to use and their deadlines.
3. Inform them of the organization's existence and request their cooperation.

Have something to communicate, such as a study, a meeting at which a specific action was taken, or a report.

Prepare a press release.

1. Highlight whatever is unusual and of interest to the general reader.
2. Stop by your local newspaper and look over some sample press releases.
3. Go to the library and read some books on public relations.

Mail the releases to be sure that they arrive before the scheduled event or activity.

1. Give reporters a chance to cover the event themselves, instead of having to depend on the contents of the press release.
2. Don't send the release too early or it will be ignored.

Call some of the reporters to whom the press release is sent and talk with them about it.

Thank the reporter after you have received the publicity.

Make a point to mention the responses received to the article. This kind of feedback reporters rarely receive and it is appreciated.

Never:

1. Criticize or correct a reporter.
2. Expect to review a story before it appears.
3. Insult a reporter.
4. Become disturbed about the type of coverage received.
5. Demand a retraction or correction.

Consider whatever publicity you receive as beneficial, whether it was favorable or not.

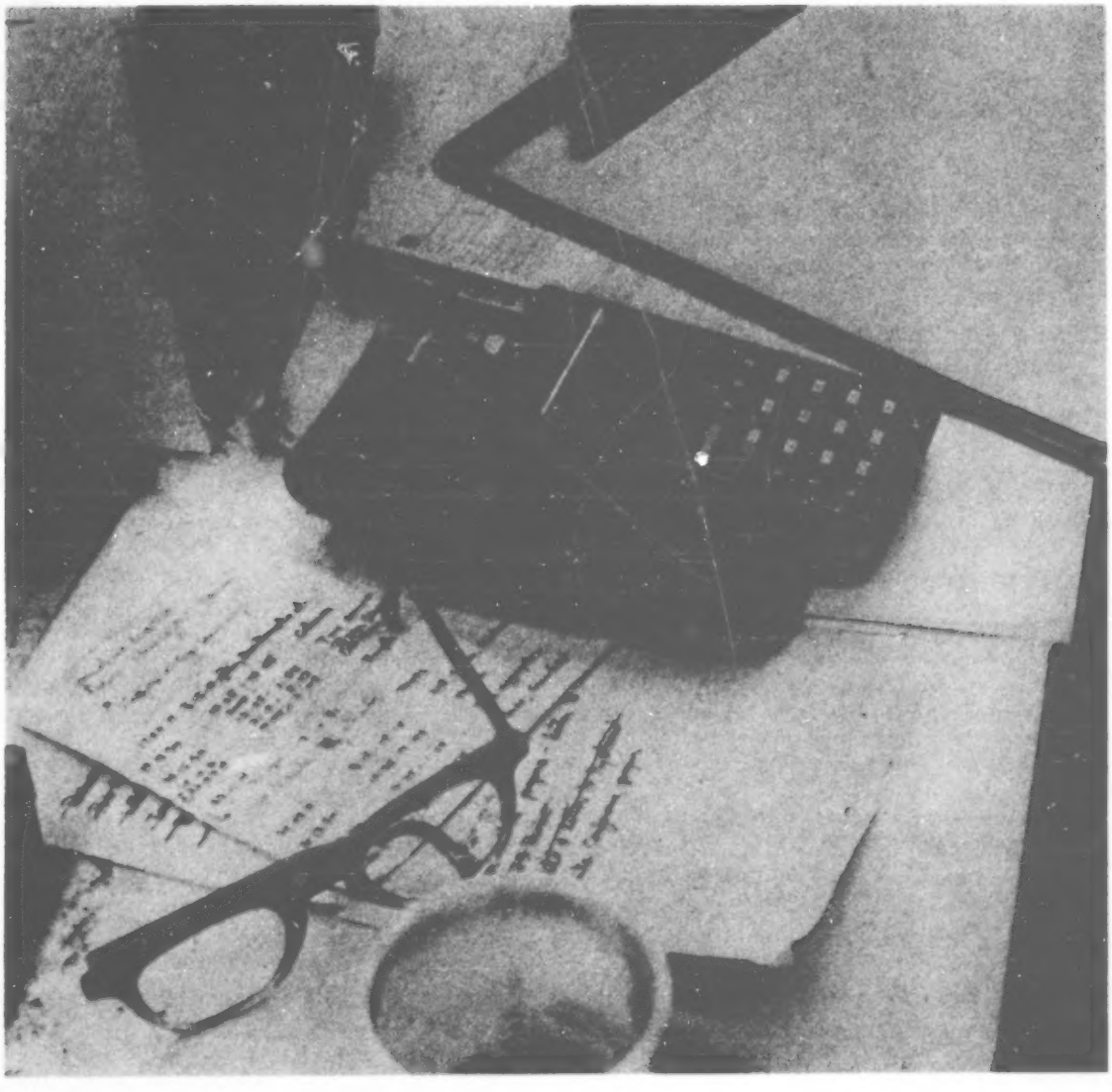
Develop the philosophy that the mention of the organization or group in the press is the important thing. The few and infrequent inaccuracies should not be allowed to disturb the organization.

Designing a Budget

The annual expenses of the support groups SEEL surveyed ranged from zero for the "Lunch Bunch" to $57,500 for ON, which, through a Federal grant, was able to maintain a salaried staff. Lacking such funding, you may have to forego being able to pay salaries; however, as Timpano and Knight have pointed out:

> If the effectiveness of an organization is being undercut by penny-pinching, the question must soon be asked, "Why continue?" If any organization is to have any impact it must be able to do a thorough job at what it has set out to do. That means finding money from somewhere.[9]

[9] Timpano and Knight, 1976, op. cit., p. 50. Reprinted with permission.



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An example of CWE's 11-month budget is as follows:

INCOME	
Membership dues	$1,525.00
Sale of buttons	670.00
Special activities and donations	1,162.18
TOTAL INCOME	$3,357.18
EXPENSES	
Postage	$ 465.68
Printing, stationery, etc.	694.89
Xeroxing and reproductions	88.45
Meeting expenses & refreshments	195.50
Cost of buttons	134.50
Telephone expenses	599.03
Traveling & conference expenses	256.03
Incorporation filing fee	50.00
Service contract—IBM	52.97
Subscriptions	148.00
Donations	20.00
Miscellaneous expenses	28.58
TOTAL EXPENSES	$2,733.63

Evaluating the Effectiveness of Groups

All people continuously evaluate any group of which they are a part. However, they usually do not evaluate it systematically, using all available information. They often operate on "pluralistic ignorance," the condition occurring when all members individually hesitate to ask for information or voice a concern, because they believe they are the only ones with those questions or concerns. Systematic evaluation helps overcome pluralistic ignorance and leads the group to action based more on facts than on supposition.

How to Evaluate the Effectiveness of a Group

Debrief all meetings (see Convening Successful Meetings, in Chapter 5).

Openly state reservations or concerns during the meetings, e.g.:

1. *"I have had trouble paying attention for the last half-hour."*
2. *"I appreciate your ideas, Linda, but I'd like to hear from others, too."*
3. *"I don't think this discussion is relevant to our goal."*

Periodically check on the direction of the group.

Set aside time for evaluations every four to eight meetings.

1. Fill out one of the evaluation forms.
2. Tabulate the responses anonymously.
3. Discuss issues that were frequently mentioned.
4. Modify previous decisions or procedures based on the discussion.

Small-Group Evaluation Form

Please answer as many questions as possible. Be specific.

1. Are we making progress toward our goal? Why or why not?

2. Are we using all members' resources? Why or why not?

3. Are we all participating? Why or why not?

4. Would you like to make any changes in the group?
   Goals? Structure? Meeting time and place? Membership? Leadership?

5. Where are we? Where do you want us to be? What can you do to help us get there?

6. Do we have any particular problems in this group? Why or why not?

7. What do you particularly like about this group?

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Large-Group Evaluation Form

1. Please mark an X before each item in the box that best shows your reaction to this meeting.

AGREEMENT		DISAGREEMENT		
Strong YES!	**Mild** yes	**Mild** no	**Strong** NO!	
[ ]	[ ]	[ ]	[ ]	1. The results of this meeting were worth the time.
[ ]	[ ]	[ ]	[ ]	2. I was given adequate opportunity to state my beliefs about subjects discussed by the group.
[ ]	[ ]	[ ]	[ ]	3. Our meeting was efficient.
[ ]	[ ]	[ ]	[ ]	4. I am satisfied with the attention and consideration that others gave to my ideas and opinions.
[ ]	[ ]	[ ]	[ ]	5. We wasted too much time in this meeting.
[ ]	[ ]	[ ]	[ ]	6. The group effectively used my knowledge of the subjects discussed.
[ ]	[ ]	[ ]	[ ]	7. The most important topics were never discussed.
[ ]	[ ]	[ ]	[ ]	8. I had adequate opportunity to influence our conclusions and decisions.

2. Was there any feature about the way this group operated which you thought particularly effective?

( ) No. ( ) Yes, namely:

.....

.....

.....

3. Was there any feature about the way this group operated which you though particularly *in*effective?

( ) No. ( ) Yes, namely:

.....

.....

.....

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You can make a difference.

Appendices

Suggestions and Forms for Support Groups

APPENDIX A

TAKING THE FIRST STEP

Practice is the best of all instructors.

Publilius Syrus

STATE OF ALASKA

Department of Education

Division of Educational Program Support

1. Traveling over the state, especially in remote areas, [I found that] women doing administrative work complained that they were not treated equally, etc.

2. Finally, I decided to attempt to compile a statewide list of all the women in administration and I wrote to each district and all private schools, colleges, and agencies for names.

3. I then sent a survey form to each one, requesting information about their needs, dates for conferences, amounts of dues, etc.

4. Receiving a very positive response, I decided we should try to have a meeting. I selected 17 steering committee members, from all areas of work, and from all regions of the state, and called a meeting in Anchorage and we organized the conference at that one meeting. Seven of the Steering Committee attended.

5. I laid a great deal of groundwork before the steering committee meeting and had some idea of what the needs were and tried to organize the conference around those needs. I distributed a survey at the meeting to determine quickly what were the concerns of those present and to determine our direction.

6. Most important was the positive support I received from Marilou Madden, our Director of Program Support, and Marshall Lind, our Commissioner, who are both genuinely concerned that we have more women administrators.

7. I feel the goals and objectives need to evolve from the needs assessment as the group develops into a viable organization.

8. I decided in the beginning that any women working in administration in education or those aspiring to be would be invited to the meeting and then the assembly could make the final requirements desired by the membership.

9. Budget development was not a priority at that time. We do need funds, however.

10. The importance of the organization will depend on the commitment of the membership, who will be willing to extend themselves to support and give assistance to those members who need it.

I think the most important function will be a communication network with employment information, follow-up studies, and training needs.

STATE OFFICE BUILDING
POUCH F
JUNEAU, ALASKA 99811

G. Rozalynn Foris-Tinney
Program Manager
Educational Standards

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WASHINGTON COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

1. Organizing a Support Group. In assessing the needs of women administrators in the State of Washington, it was found that two types of support groups would be helpful--a statewide support group and a more local and/or regional support group. This influenced the decision relative to the organizational structure which has been adopted. The statewide organization would provide opportunities for dissemination of information, statewide political voice and organization opportunities at a statewide conference. The local or regional groups would provide more frequent opportunities for mutual sharing, etc.

2. The First Step. The first step was to identify persons of statewide leadership to initiate positive action. In the State of Washington, we solicited the Superintendent of Public Instruction's office to assume a leadership role in organizing and supporting an initial meeting to discuss the possibility of establishing an organization. It is essential to have a cadre of women who are willing to take the initiative to get things started.

3. Goals and Functions. (See enclosed bylaws [Appendix B].)

4. Deciding on Membership. There was much discussion among the group relative to membership qualifications. The decision was reached to make membership as broad as possible. (See attached bylaws.)

5. Designing a Budget. The state organization desired to keep dues as low as possible. These are to be set by the executive board. Local dues for each chapter are set by the chapter. The state budget consists of executive board expenses and a statewide conference. The budget is established annually.

6. Importance of Your Organization. The WSAAWE [Washington State Association for Administrative Women in Education] has given a voice to women in educational administration. Other organizations such as the Washington Association of School Administrators and Washington State School Directors' Association have recognized us as an official state organization. We are now in the process of developing some resolutions to be presented to other professional groups. These will be submitted for statewide approval at our September 1979 meeting.

One of the difficulties currently facing our organization relates to its purpose. Some women wish it to be solely a support group to assist women who are not now administrators to develop skills and find job opportunities. Others who are already in administration feel that the association should become more politically involved and go beyond the "support" stage.

Monica Schmidt
President

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APPENDIX B

DEVELOPING BYLAWS

If a caste is kept in a state of inferiority, no doubt it remains inferior; but liberty can break the circle.

Simone de Beauvoir

Adopted September 30, 1978

WASHINGTON STATE ASSOCIATION
FOR ADMINISTRATIVE WOMEN IN EDUCATION

BYLAWS

ARTICLE I. NAME

The name of this organization shall be the Washington State Association for Administrative Women in Education (WSAAWE).

ARTICLE II. PURPOSE

The purpose of the Washington State Association for Administrative Women in Education is to coordinate effort, including the following:

1. To serve as an advocate for women in educational administration.
2. To encourage and promote women to enter educational administration.
3. To provide support and encouragement to women administrators.
4. To encourage school systems and educational agencies to employ qualified women as administrators.
5. To recognize the achievements of women in educational administration.
6. To serve as consultants to various agencies (school districts, state department of education, colleges, universities, other education organizations, et al.) requesting assistance.
7. To provide opportunities for growth through participation in seminars, workshops, briefing sessions, legal services, et al.
8. To provide a statewide bureau of qualified women in education.
9. To maintain cooperation with the Washington Association of School Administrators and the Association of Washington School Principals.
10. To work with the Washington State School Directors' Association and local school boards who have prime responsibility for hiring and other educational policies.
11. To provide opportunities for interaction among chapters and among individual members.

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ARTICLE III. MEMBERSHIP

Membership shall be open to any person who is:

1. Serving in an educational administrative capacity.
2. Preparing to become or prepared as an educational administrator.
3. Interested in the goals and purposes of WSAAWE.

ARTICLE IV. MEETINGS

An annual meeting shall be held at such time as designated by the Executive Board. Other meetings may be called by the Executive Board.

ARTICLE V. OFFICERS

The presiding officers of the Washington State Association for Administrative Women in Education shall consist of a President, Vice-President, Secretary, and Treasurer. The officers shall perform the duties usually delegated to such officers and such other duties as may be assigned to them by the Executive Board. The officers shall be elected by the membership for a one-year term. Election shall take place at the annual state meeting and shall be by secret ballot. The President may delegate specific responsibilities to other association members and may appoint committees to serve the association.

ARTICLE VI. EXECUTIVE BOARD

The State Executive Board shall be composed of the State President, Vice-President, Secretary, Treasurer, and a representative from each region.

ARTICLE VII. REGIONAL REPRESENTATION

Each region shall elect one representative to serve on the Executive Board regardless of the number of local chapters within a region. Terms of office shall be for two years. The geographic regions shall be determined by the Executive Board to insure appropriate statewide representation.

ARTICLE VIII. AMENDMENTS TO BYLAWS

These bylaws may be amended if a majority of those casting votes concur.

ARTICLE IX. DUES

State dues will be determined by the Executive Board. The membership year will be from October 1 to September 30.

MS/IP/23

hours are required for a license to practice. If a practicum or internship were added to the present requirements, neophyte administrators would be better prepared to begin their practice. The practicum or internship should be added to the existing requirements for the basic certificate.

III. Recommendations - Oregon Administrative Rule 34-041

A. That A Restricted Certificate Board Be Established

Oregon Administrative Rule 34-041 governs the issuing of restricted administrative certificates, or the so-called emergency certificates.

All classes of certificates, basic, standard, and restricted are issued by the Commission. A certificate is potentially secured by following one of three routes, the Approved Program route, the Experience Assessment route, and the Restricted Certificate route. In two of the three routes, the Approved Program and Experience Assessment routes, the Commission receives a recommendation that it issue a certificate and upon that recommendation it makes a final determination. In the case of the Approved Program route, the recommendation is made by the University of Oregon or Portland State University, and in the case of the Experience Assessment route, the recommendation is made by the Experience Assessment Board. Arrangements whereby agencies which have final authority act on the basis of a recommending agency or sub-agency are very common. The arrangement has clear and important benefits. It permits the agency with the final authority to easily monitor the process through which recommendations are made and thereby assures that such process is fair, equitable, and even-handed.

While these desirable safeguards are present in the Approved Program and Experience Assessment routes, they are not present in the Restricted Certificate route even though restricted certificates constitute about one-sixth of all initial certificates. In the Restricted Certificate route, the Commission itself receives, reviews, and acts on petitions; thus it is in a weak position to monitor the process.

To further assure equity in the issuing of restricted certificates, I recommend that the Commission establish a Restricted Certificate Board and that that Board receive and review all petitions and make recommendations to the Commission about the issuing of restricted certificates.

APPENDIX C

PLANNING FOR ACTION

It is a bad plan that admits of no modification.

Publilius Syrus

CAREER WOMEN IN EDUCATION (CWE)
RECOMMENDATIONS FOR STATES

1. Gather hard data on the proportion of women employed in the state's elementary and secondary schools (categorized by position) and on the proportion of women employed in the schools who are preparing for receiving or holding administrative certification.

2. Suggest that local districts take an inventory of their staffs to determine what administrative talents and training exist there.

3. Urge districts to advertise openings for administrative positions.

4. Encourage districts to develop career ladder plans for their administrators.

5. Monitor each district's personnel policies through the self-evaluations which the districts are required under Title IX to have completed and in their files by July 21, 1976.

6. Have the state's Chief School Officer and his/her Board of Education issue a policy statement on the subject of sex discrimination in public school employment.

7. Enact state legislation.

8. Develop a state plan of action, with its own deadlines.

9. Establish state and regional resource centers to disseminate information or use existing organizations (these organizations could provide teachers and administrators with the following services: explain federal and state laws, provide advisory and consulting services, exchange information about job opportunities and women looking for jobs, screen complaints of sex discrimination and refer the complaints to the proper enforcement agencies).

10. Conduct regional conferences on sex discrimination in school administration.

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LOCAL PLAN OF ACTION

FOR WOMEN IN ADMINISTRATION

TO INCREASE THE NUMBER OF WOMEN ADMINISTRATORS
IN LONG ISLAND SCHOOL DISTRICTS

1. Determine the current status of women administrators by type of position within each school district and study it.

2. Develop a network throughout the Island to publicize these facts, secure local and Island-wide coordinated action and serve as the communication network for all related activities. The "network" consists of monitors located in each school district who are linked together.

3. Select Monitors in each school district to observe, record and report all administrative position changes. Each principal monitor selects a committee of assistants with these responsibilities:

   a. Identify actual and potential administrative openings.

   b. Alert potential women candidates to these openings and encourage qualified women to apply.

   c. Observe and record the district's recruitment and selection procedures and policies.

   d. Prepare district fact sheet to provide candidates with immediate background information about school district for interview preparation.

4. Prepare potential women administrators by means of:

   a. Training program to prepare for resume development, interview and post-interview techniques, and related position-securing activities.

   b. Information center for women seeking career information in educational administration, certification requirements, university preparation offerings, among others.

5. Communicate by means of newsletter to disseminate and coordinate information needed to achieve objective: sharing information, successful techniques, and reporting job openings via a special weekly bulletin.

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6. Develop resources to support these activities. Among them:

   a. Membership Committee - to seek interested educators.

   b. Finance Committee - to seek ways and means of raising funds to support these programs.

   c. Research Committee - to maintain and update gathered administrative data on personnel employed in each district; to present related information in a meaningful fashion.

   d. Public Relations Committee - to keep activities before the public by means of frequent press releases highlighting various aspects of this Plan of Action and Committee work.

   e. Legislation Committee - to secure support for meaningful legislation.

7. Apply catalyst to accomplish stated objectives.

APPENDIX D

GATHERING INFORMATION FOR ADMINISTRATIVE VACANCIES OR OPENINGS

Every new ideal is less of an illusion than the one it has supplanted.

George Bernard Shaw

CHOOSING A COORDINATOR

A coordinator is needed to carry out a monitoring network. The experiences of both SEEL and CWE suggest that it is impossible to maintain a strong monitoring effort without a single, central person in the coordinator's role. For expertise, continuity, liaison with other agencies, and knowledge of undertaking, having one person is essential. The functions probably cannot be served by volunteers or a rotating membership. CWE used an interested woman educator who was on sabbatical leave; she was assisted by unemployed women educators who volunteered their services. SEEL used a paid research associate to serve as coordinator.

Skills Needed in the Coordinator

1. Familiarity with equity issues and with schools
2. Ability to organize, to communicate, and to supervise monitors
3. Skills in public relations

Procedures for the Coordinator

1. Verify job openings reported by monitors
2. Keep descriptions of jobs in a separate "in" box
3. Periodically (e.g., bimonthly, monthly) list the new openings in a vacancy listing bulletin
4. Mail the bulletin to interested women
5. Answer correspondence and phone calls from interested districts
6. Write press releases and work with the media
7. Have access to secretarial help for all these tasks and procedures
8. Establish and maintain liaison with important persons, institutions, and agencies

CHOOSING MONITORS

Monitors are a group of people who either are employed in schools or have access to school district administration offices and who regularly inform one another or a network coordinator of job openings in their school districts or territories.

Their purpose is to ensure that women know all about job openings and to follow the changes in administrative positions over a set length of time. Monitors can be part-time or full-time, paid staff or volunteers. CWE used school district employees monitoring their own districts; SEEL used part-time, paid monitors who covered geographical regions.

As soon as a monitor learns about an actual job opening or learns that a job will be available soon, she or he calls the information in to the network coordinator and follows up with a written report or a form.

Skills Needed in Monitors

1. Initiative and the ability to work on their own
2. Ability to organize their time and cover their area efficiently
3. Ability to keep records well and to follow through
4. Ability to maintain cordial working relationships with school personnel
5. Some interest in and commitment to equity for women
6. Ability to work well with one another

In addition, each monitor needs to have a reliable car and the time to travel.

Procedures for Monitors

1. Organize
   a. Become familiar with the region assigned, the project, and the necessary forms and materials.
   b. Keep a file system, using one file folder per district, containing all information about each district, as well as a log to note contacts, dates, names, and other information.
   c. Determine the most economical routes and schedules for covering the territory.

2. Contact

   a. Make contact with the key person in each district by way of a letter of introduction.

   b. Next, make a telephone call to each key person to set up an initial appointment. Include time to discuss administrators' concerns about sharing information; carefully explain the purposes of the project; and assure the contact person that individual identification and information will be kept confidential.

3. Follow up

   a. Secure a commitment that you will be informed when a vacancy occurs. Check periodically by phone, because administrators tend to forget.

   b. Gather information about each vacancy and report it promptly to the coordinator, especially if your project is maintaining a vacancy listing.

4. Document

   a. Make arrangements with each administrator as to how to document the people and processes involved in each vacancy. Some administrators will allow you access to their records so that you can compile information; others will want notice ahead of time so that they can have the information available when you visit.

   b. Submit samples of early documentation to the coordinator for checking on information recording and completeness.

5. Conduct exit interview or final callback

   If the project has a definite ending point, conduct an exit interview with each administrator to collect any missing information about the district and its hiring and to provide an assessment of the effort from the administrator's point of view.

ADMINISTRATIVE VACANCY DESCRIPTION
(To be completed by school district representative or Field Coordinator for each vacancy.)

Date _____

The Oregon Network, a research and service activity of SEEL, is collecting this information as part of a statewide effort to study hiring patterns and practices in Oregon. This information will be disseminated to potential applicants, placement services, and other interested agencies unless specifically noted below.

Much of the information here requested may already be available in a written announcement of the vacancy or a job description. If so, simply attach the announcement and/or description, completing only those items not included on them.

Position: _____

Responsibilities: _____

_____

_____

Degree Required: _____

Certificate Required: _____

Experience Desired: _____

_____

_____

Other Qualifications: _____

_____

_____

Salary Range: _____

Opening & Closing Dates for Applications: _____

Date of Employment: _____

Would you consider filling this position on a permanent part-time basis?

_____ As a job-sharing position? _____

To whom should applications be sent?

Name _____ Phone _____

Title _____ Address _____

District _____ _____

May this position be listed in a compilation of vacancies to be sent to prospective applicants and other interested agencies? ____ Yes ____ No

The Oregon Network does not knowingly accept or publish notices of vacancies from employers who discriminate on the basis of race, sex, religion, national origin, age, marital status, or handicap.

ADMINISTRATIVE VACANCY LISTING

Listing #1

Position:	Superintendent
District:	Liberty
Salary:	$30,000 - negotiable
Deadline:	March 1, 19__
Begin:	July 1, 19__
Contact:	Harold Haroldson, Liberty Superintendent Search, P.O. Box 34, Jonestown, OR 97000; phone (503) 498-3214. Send letter of application, resume, credentials.

Position:	Elementary Principal
District:	Marysville-Sloan
Salary:	Salary schedule
Deadline:	Not stated
Begin:	August 15, 19__
Contact:	John Dugan, Deputy Superintendent, 310 Arrowhead, Marysville, OR 97077; phone (503) 631-5577.

A Research and Service Activity of
Sex Equity in Educational Leadership Project

An Equal Opportunity/Affirmative Action Employer

Center for Educational Policy and Management
University of Oregon
1472 Kincaid
Eugene, Oregon 97401
(503) 686-5074

CONFIRMATION OF POSSIBLE ADMINISTRATIVE OPENING

M E M O R A N D U M

TO: Assistant Superintendent for Personnel

RE: REQUEST FOR CONFIRMATION OF POSSIBLE ADMINISTRATIVE OPENING

DATE:

Career Women in Education circulates information about administrative positions available in New York State school districts to educational leaders and members around this state in efforts to increase the proportion of women administrators.

Recently, Career Women in Education heard that an administrative position, as noted below, might be available in your school district. We would appreciate learning whether such a position is or will be available shortly. If so, please provide us with a description of the position, the requirements for applicants, and the deadline for filing.

To facilitate your response, please complete the tear-off below and return it to our Career Opportunity Service.

Your cooperation is deeply appreciated.

CWE REFERENCE NO. _____

THE POSITION OF _____ IS _____ IS NOT _____

OPEN IN THE _____ SCHOOL DISTRICT.

COMMENTS (if other openings exist, please note):

COMPLETED BY: _____ DATE: _____

TITLE: _____ DISTRICT: _____

STATUS OF ADMINISTRATIVE POSITION

M E M O R A N D U M

TO: Assistant Superintendent - Personnel

RE: Status of Administrative Position

FROM: Director

DATE:

Career Women in Education (formerly the Long Island Council for Administrative Women in Education) sends bulletins to its members listing administrative career opportunities; noted below is a listing for an opening in your district.

To update our position listings, please let us know the status of this position by completing the form below and returning it to our Career Opportunity Service, attention Mrs. Frances Belasco.

Your cooperation is deeply appreciated.

REFERENCE

POSITION: _____

STATUS: _____ Position is still open

_____ Filled by _____

_____ _____
Previous position Previous district

Other: _____

THE FOLLOWING NEW OPENING(S) IN THIS DISTRICT MAY BE ANNOUNCED:

COMPLETED BY: _____ DATE: _____

_____ _____
Title District

HIRING PROCESS DESCRIPTION
(To be completed by Field Coordinator in conjunction with the "Administrative Vacancy Description.")

Date: _____

District: _____

Position: _____

Type of change in position:

Replacement of incumbent _____ Change in job function _____

New position _____ Change in job title _____

Recruitment Process Information

How is this position being recruited and advertised? Be specific about media, methods, coverage, and dates. Note especially efforts (or the lack of effort) to notify and attract female and minority candidates. Note whether this is an announced or unannounced vacancy.

Selection Process Information

Describe steps in the selection process for this position.

A Research and Service Activity of
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1472 Kincaid
Eugene, Oregon 97401
(503) 686-5074

Describe the persons and/or groups who do the work of selection. Under "other criteria" note special reasons for this person's inclusion in this step.

Who receives and screens applications?

Dates of screenings:

Title(s)	Race	Sex	Other Criteria

Who conducts interviews and recommends finalists?

Dates of interviews:

Title(s)	Race	Sex	Other Criteria

Who makes the final decision to offer position?

Date of offer:

Title(s)	Race	Sex	Other Criteria

Action by Board of Education (complete only if action is not routine approval, or if action is in some way noteworthy) _____

_____

_____

Dates: _____

Does there seem to be any marked discrepancy between official district policy (or standard procedures) for hiring and the process used to fill this particular position? _____ (If "yes," describe) _____

_____

_____

Describe the criteria by which these applicants were selected over others for interviews. Try especially to find out why minority and female applicants were not selected.

Finalists

List the number of those persons selected from interviewees for recommendation to the person or group who will make the decision to offer the position.

Person No. _____ Person No. _____ Person No. _____ Person No. _____

Describe the criteria by which these candidates were selected over others for recommendation, especially the nonselection of minority and female candidates.

Successful Candidate

List here the person selected for the position. Person No. _____

Describe the criteria by which this person was selected and why minority and female candidates were not.

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Applicant Flow Information

Describe characteristics of persons applying for the position, persons interviewed, those selected for recommendation, and the finalist.

Initial Applications (enter number of applicants in each category)

Total applicants _____ White male _____ White female _____ Minority male _____ Minority female _____

Persons Interviewed

Person	Race	Sex	Age	Certificate(s)	Degree(s)	Experience		Other Information
						Admin	Teach	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

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School District Information

1. What is your impression--has this year been typical or unusual in terms of administrative vacancies, especially the number of openings?

2. Do you have an estimate of positions opening in your district next year? If so, what do you think their number will be?

3. (Ask only if not already known.) What special efforts does your district make to attract female and minority candidates for administrative positions?

4. (Ask only if not already known.) Does your district have a formal intern program for prospective administrators? Yes _____ No _____

   Please describe.

5. Does your district have an informal method of grooming prospective administrators? Yes _____ No _____

APPENDIX E

KEEPING A TALENT BANK OR A DIRECTORY OF ADMINISTRATIVE CANDIDATES

The forest must be planted all at once.

Stendhal

KEEPING A TALENT BANK

It is common for administrators to complain when accused of discriminating against women in their hiring policies that they had no qualified women applicants. The Talent Bank puts that complaint to rest.

A Talent Bank is simply a file of resumes of women certified in administration who are looking for administrative positions. It is a resource for administrators who want to be sure that they know of all qualified women applicants.

It is generally not CWE's policy to send the resumes of eligible women to districts with administrative openings. If CWE received a request such as a letter or a phone call from a district administrator seeking women applicants for a job opening, the position is described in the next Career Opportunities Bulletin. This allows all interested members to submit their own resumes and prevents them from having to depend on CWE's judgment as to their qualifications and their likely interest in the position.

Sometimes unusual circumstances call for CWE to send selected resumes to a district which has not requested them. Only certain districts are to be subjected to this kind of direct pressure. If a district has an opening that has not been publicly announced or if no other women are employed there at the administrative level (or very few), CWE will write a letter to the administrator in charge, describing its commitment to increasing the number of women administrators and the legal prohibitions against sex discrimination under Title IX and enclosing resumes of women qualified for the position that is open.

Eventually, if time and energy make it possible, the Talent Bank can be more thoroughly cross-referenced according to the following categories: type of degree, experience, number of years in education, number of years in administration, kinds of certification, willingness to relocate, county of residence and county of employment. Organized in this way, this information can be used in studies of sex discrimination within a geographic area.

DIRECTORY OF ADMINISTRATIVE CANDIDATES*

The Oregon Network is compiling a directory of persons interested in administrative positions in public schools (K-12) in Oregon. The directory is a tool to facilitate the recruitment especially of female and minority candidates, but is open to all persons. The Oregon Network will facilitate this process and will not interpret information provided by individuals or serve as an agent between prospective candidates and districts. Persons listed in the directory will be notified of administrative openings as they are reported to SEEL.

Only information listed in the "Publication Information" section below will be published in the directory. Information in the "Research Information" section is for research only and will not be published. Individuals are encouraged to complete all information but may decline to do so without prejudice.

The Oregon Network is a component of the Sex Equity in Educational Leadership Project at the Center for Educational Policy and Management, University of Oregon.

Publication Information

Name _____ Sex _____ Race _____ Telephone _____

Address _____ City _____

Degrees Held _____

Certificates Held (be sure to indicate whether teaching, administrative, or personnel service; whether basic or standard; and endorsements) _____

_____

Areas of Special Interest _____

_____

Type(s) of Position Sought _____

_____

Research Information

Age _____ Marital Status _____

Current Position _____

Experience/Positions Held _____

_____

Are you willing to relocate? _____

Would you consider a permanent part-time position? _____ Job sharing? _____

I understand that the information included in the "Publication Information" section above will be included in a directory of prospective candidates for positions in educational administration and will be circulated widely throughout the state. I give my permission to SEEL to distribute this information as described.

_____ _____

Signature Date

Return to: SEEL Project, 1472 Kincaid Street, Eugene, OR 97401

*Sent to all school buildings and educational agencies.

DIRECTORY OF ADMINISTRATIVE CANDIDATES

The Oregon Network

NAME/ADDRESS	SEX	RACE	DEGREES HELD	CERTIFICATES/CREDENTIALS	ADMINISTRATIVE ASSIGNMENTS DESIRED
Joseph Abernathy 365 Argus Street Weeksville, OR 97111	M	WHI	BS M Ed	Standard Teaching Basic Superintendent Basic Principal	Superintendent; in fiscal management, collective bargaining, personnel evaluation, curriculum development, public relations
Mary Balderson 3560 Patterson Portland, OR 97203	F	BL	BA	Standard Elem. Teaching Special Education	Administrative assistant, education coordinator, elementary principal; curriculum staff development, pupil guidance

ID _____

List _____

The Oregon Network

DIRECTORY QUESTIONNAIRE

1. LIST DEGREES EARNED:

Degree	Year	Institution
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. LIST CERTIFICATES HELD:

Teaching: ____basic ____standard

Endorsements: ____elementary ____ secondary ____special education

Personnel Services: ____basic ____standard

Endorsements: ____counselor ____supervisor ____psychologist
____vocational

Administrative: ____basic ____standard

Endorsements: ____superintendent ____principal

3. WHICH POSITIONS HAVE YOU HELD, INCLUDING YOUR PRESENT JOB? (Use back to list additional positions as necessary.) List your most recent position first.

Position	District	From	To	Did you supervise other adults?	Did you control a budget?
_____	_____	19__	19__	Yes____No____	Yes____No____
_____	_____	19__	19__	Yes____No____	Yes____No____
_____	_____	19__	19__	Yes____No____	Yes____No____
_____	_____	19__	19__	Yes____No____	Yes____No____
_____	_____	19__	19__	Yes____No____	Yes____No____

4. WHAT ARE YOUR CAREER ASPIRATIONS? Describe them below by placing a "1" behind the job you hope to have next, then a "2" behind the job you would like to have after that, and so on, for as many as apply.

superintendent____ asst. supt.____ principal____ asst. principal____

teacher____ librarian____ counselor____ administrative asst.____

don't know____ other (specify) _____

5. WHERE ARE YOU WILLING TO RELOCATE? Check as many as apply.

____not willing to relocate
____within commuting distance of present home
____Eastern Oregon
____Southern Oregon
____Willamette Valley
____Coast
____Portland metro
____anywhere in state
____out of state

6. HOW DID YOU LEARN OF THE DIRECTORY OF CANDIDATES AND JOB VACANCY SERVICE?

____mailing from SEEL
____posted in building
____told by principal/superintendent
____told by friend
____other (specify) _____

WHY DID YOU TAKE PART IN THIS SERVICE?

____make my availability known
____find out about the competition
____find out about jobs open
____pass on information to my staff
____find out generally re: jobs/qualifications
____actively seeking job
____other (specify) _____

7. IF YOU DID NOT APPLY FOR ANY JOBS LISTED IN THE NETWORK'S VACANCY NOTICES, CHECK REASONS.

____no appealing jobs
____not certified for available jobs
____unwilling to relocate
____content with present job
____other (specify) _____

8. HOW SATISFIED ARE YOU WITH THE VACANCY LISTING OF JOBS AVAILABLE?

____very satisfied
____somewhat satisfied
____neutral
____somewhat dissatisfied
____very dissatisfied

HOW DO YOU THINK THE VACANCY LISTING COULD BE IMPROVED?

_____

_____

_____

_____

10. HOW SATISFIED ARE YOU WITH THE DIRECTORY OF CANDIDATES?

____very satisfied
____somewhat satisfied
____neutral
____somewhat dissatisfied
____very dissatisfied

11. HOW DO YOU THINK THE DIRECTORY OF CANDIDATES COULD BE IMPROVED?

_____

_____

_____

_____

12. DO YOU HAVE ANY OTHER COMMENTS?

_____

_____

_____

_____

_____

_____

_____

13. HOW MANY JOBS LISTED IN THE OREGON NETWORK'S JOB VACANCY NOTICES DID YOU APPLY FOR? _____

HOW MANY JOBS NOT LISTED IN THE JOB VACANCY NOTICES DID YOU APPLY FOR? _____

14. HOW MANY DISTRICTS CONTACTED YOU BECAUSE YOU WERE LISTED IN THE DIRECTORY OF CANDIDATES? _____

15. DESCRIBE YOUR EXPERIENCES IN APPLYING FOR POSITIONS BY FILLING IN AND CHECKING THE APPROPRIATE COLUMNS ON THE FOLLOWING PAGE.

Experiences in Applying for Positions in the Past Year

Position	District	SOURCE OF INFORMATION: Oregon Network	University placement	COSA	District notice	Other	HOW WAS APPLICATION INITIATED? You sent application	District asked you to apply	RESULTS OF APPLICATION: Decided not to pursue	Not selected, no interview	Asked to interview	Not selected after interview	Hired	Decision pending

APPENDIX F

WORKING WITH DISTRICTS

KEEPING DISTRICT FACT FOLDERS*

The District Fact Folder was originally conceived by CWE as a tool useful in preparing women for interviews in a particular district.

It consists primarily of information on district policies and practices as well as statistics supplied by monitors in the job network. It is supplemented by every member who has had any contact with that district. For example, members who apply for job openings in the district are asked afterwards by CWE to fill out a report, "Interview Report," in which they tell what questions they were asked during the interview, as well as any other observations they might wish. This information is added to the Fact Folder.

Drawing on the Fact Folders, CWE then prepares a District Fact Sheet on each district. Each CWE member who is applying for a job is given a copy of the Fact Sheet to study in preparation for her interview. Included on the Sheet are a list of questions her interviewer is likely to ask her and perhaps a few quotations from various administrators in the district which reflect their views on women in administration.

With the contents of the Fact Sheet thoroughly learned, a job applicant can go into an interview with a convincing air of confidence.

The District Fact Folder is also used as a place to gather information which later will be converted into statistics. Groups which wish to provide the local press with statistics will be able to turn to their Fact Folders as resources. Fact Folders also help a group identify districts which might deserve further investigation because of their noticeably sexist practices.

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*Timpano and Knight, Sex Discrimination, p. 15.

SCHOOL DISTRICT GENERAL DESCRIPTION
(To be completed by Field Coordinator)

Date: _____

District _____

Address _____ Phone: _____

_____

Type of District (Elementary, High School, Union, etc.) _____

Size & composition of district:	White Male	White Female	Minority Male	Minority Female
Line administrators				
Other administrative posts*				
Teachers/other professionals				

*(Include in this category positions such as central office personnel who do not have supervisory authority over other adults. Examples might be subject area specialists, program coordinators, or persons responsible for media, special projects, etc.)

Recent history of district (enrollment changes, etc.) for past 2-3 years:

_____

_____

_____

_____

Does the district have an affirmative action plan? _____

Do we have a copy? _____ (If "no," explain.) _____

_____

_____

Does the district have standard application forms? _____

Do we have copies? _____ (If "no," explain.) _____

_____

_____

List administrative openings expected September 1, 19__ - September 1, 19__.

Note which positions will be publicly announced and which will not (use reverse if necessary).

Position	To Be Announced?

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SCHOOL DISTRICT GENERAL INFORMATION*
Supplement

1. Field Coordinator _____

2. School District _____

3. Affirmative Action Plan

   a. Status (check as appropriate)

      District has an affirmative action plan Yes ____ No ____

      Date plan was adopted _____

      Date of latest revision _____

      Plan is currently under revision Yes ____ No ____

      Plan is now being developed for the first time Yes ____ No ____

   b. Quality (check as appropriate) Plan includes:

      Policy statement Yes ____ No ____

      Analysis of staffing Yes ____ No ____

      Goals Yes ____ No ____

      Timetable Yes ____ No ____

4. Application Form

   a. District has a standard application form used for administrative vacancies (may also be used for other types of positions).

      Yes ____ No ____

   b. District's application form asks only legal questions.

      Yes ____ No ____

      (If "no," specify.)

*Completed by field coordinator.

WHAT ADMINISTRATORS INVOLVED IN HIRING CAN DO*

It is not always easy to say what lies behind a male administrator's practice of always hiring men and never women for administrative positions. A conscious determination to exclude women from the ranks of administration is one explanation, but in most cases the situation is more complicated than that.

Male administrators can improve their hiring of female administrators by learning to recognize sexist practices, by getting the word out about job openings, and by monitoring the district's compliance with Title IX regulations.

Learn to Recognize Sexist Practices

One of the several things an administrator can do to help increase the number of women administrators is to gain the habit of examining every expectation he has about working with women administrators by asking himself the question, "Would I ask that of a man?" or "Would I expect that of a man?"

In the initial selection stage, watch for the administrator who:

1. Announces a "possible" position and then withdraws it when the "right" applicant does not present himself;

2. Requires women applicants for a position to have the officially required certification but chooses to circumvent that requirement at other times;

3. Announces in public how rarely he sees a woman applicant but who in private discourages women from applying.

In the application received, selection-for-interview stage, watch for the administrator who:

1. Removes from consideration applications received from qualified women and holds them aside until a candidate for the job has been chosen;

2. Selects a relatively unqualified woman over a more qualified one, knowing that the former will be eliminated from competition after the first interview.

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*Timpano and Knight, Sex Discrimination, pp. 23-25.

In the interview stage, watch for the administrator who:

1. Asks, "How will your children be cared for while you work?" (Women believe this is a personal matter which has nothing to do with their qualifications for a particular job and therefore that the question should not be raised)

2. Asks, "Would you accept a salary lower than your present one?"

3. Asks, "How will you handle the jealousy of other women on the staff?"

In the selection and rejection stage, watch for the administrator who:

1. Decides to hire a man who was previously a high school principal to serve as an assistant principal despite the fact that the same administrator had discouraged a woman applicant for the job by saying, "Why would you want that job? You're too well qualified."

2. Hires men who have skipped some rungs of the career ladder while at the same time explains to women applicants that it is absolutely necessary to complete each step.

Get the Word Out about Job Openings

Be sure that qualified women know about all job openings in the district. Make a few telephone calls to such women to keep them informed and prevent them from not being considered because they were unaware of the opening.

Monitor the District's Compliance with Title IX Regulations

Be sure goals (numbers) and timetables (dates) are set. Meet periodically with your affirmative action officer to be sure progress is being made.

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